Active Young Readers
Grades 4–6

Assessment Resource

A Teaching Resource

NOVA SCOTIA
Department of Education

Active Young Readers
Grades 4–6

Assessment Resource

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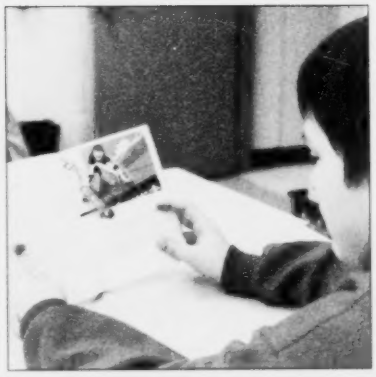
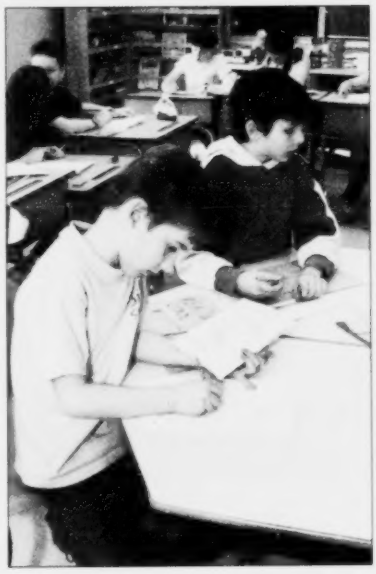
Introduction



The *Active Young Readers Grades 4–6: Assessment Resource* is a central component of the Active Young Readers initiative. This resource is intended to offer support to teachers in two areas of the initiative: **effective assessment** and **effective instruction**.

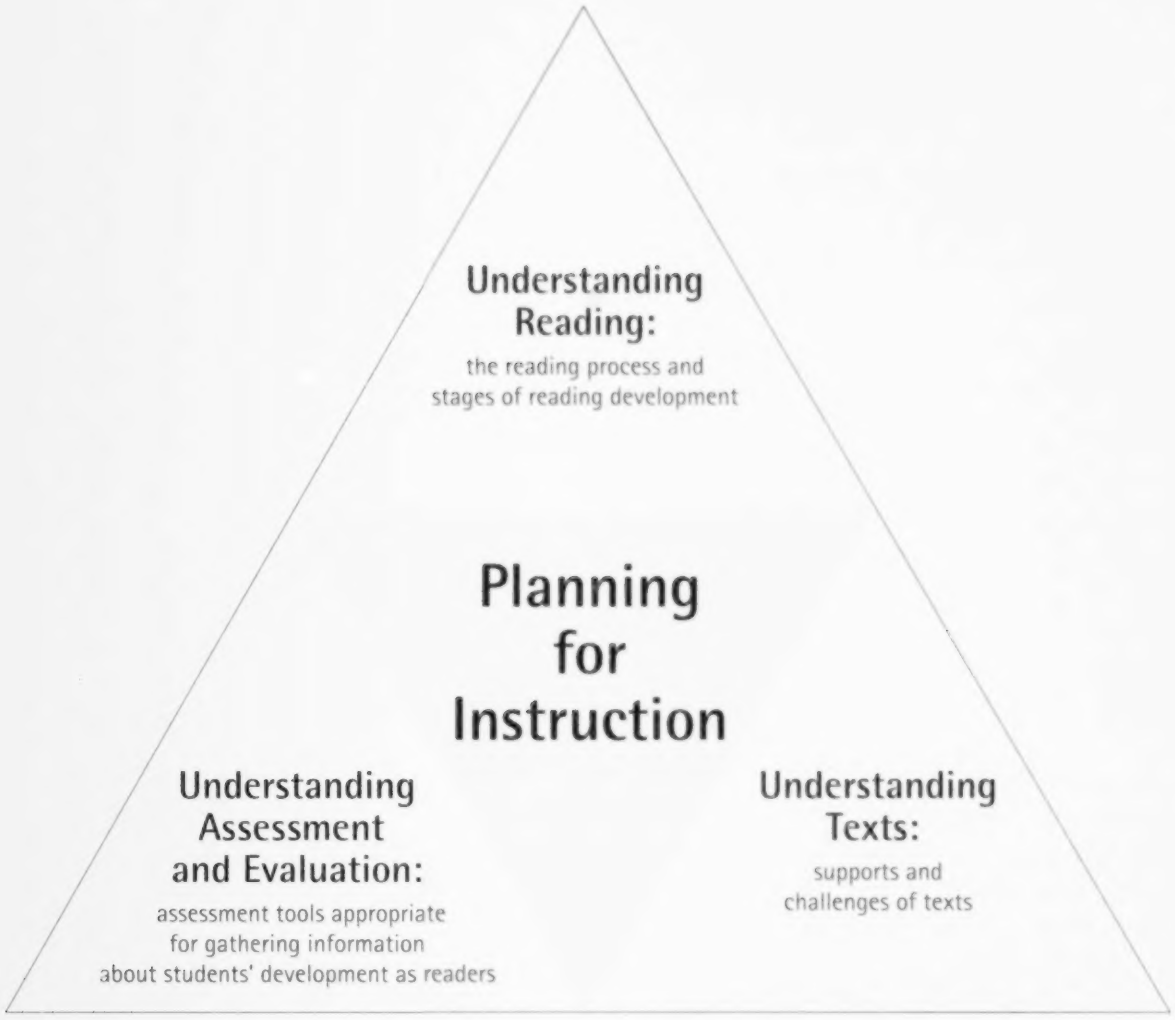
Understanding students as readers is a complex task, but one that is essential to providing quality, focussed instruction in reading. It is through the assessment process that teachers come to know their students better as readers. Teachers learn what students like to read, how they see themselves as readers, and which strategies they use when reading various kinds of text for various purposes.



With this understanding, teachers can support students in making appropriate book choices and in becoming more strategic readers. Identifying the specific strengths and needs of students helps teachers to make decisions about what needs to be explicitly taught to students as a whole group, to small groups of students, and to individual students. Assessment information helps teachers know when to provide enrichment and further challenge and when to intervene and provide additional support.

This resource is intended to be practical and to encourage and support assessment and instructional practices that are consistent with the Active Young Readers initiative and the Atlantic Canada English language arts curriculum.

Key Understandings


Understanding Reading:
the reading process and stages of reading development
Planning for Instruction
Understanding Assessment and Evaluation:
assessment tools appropriate for gathering information about students' development as readers
Understanding Texts:
supports and challenges of texts

Using the Assessment Package

Assessment of student learning and achievement in reading requires teachers to consider three key areas:

- the reading process and stages of development
- supports and challenges of text
- assessment tools appropriate for gathering information about students' development as readers

With understanding in each of these areas, teachers are able to plan effectively for instruction that supports students' development as readers.

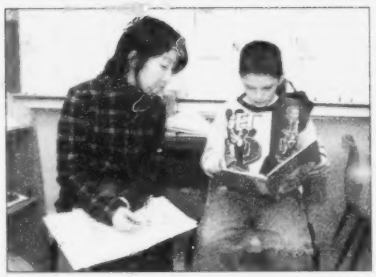
The **assessment resource** offers information pertaining to reading and stages of reading development. It provides support for understanding texts, discusses various assessment practices, and includes several assessment masters. Finally, it ties all of these elements together by offering suggestions and considerations for instruction.

The **student reading assessment passages**, both fiction and non-fiction, are appropriate for readers in the later stages of early through transitional to fluent stages of development. Together with oral reading records, teachers can use these texts to assess a student's oral reading for accuracy, strategy use, comprehension, phrasing, fluency, and expression. It is important that all these aspects of oral reading be considered, as over-reliance on accuracy can provide limited or incomplete information.

The **information cards** offer support specific to the student reading assessment passages as well as information to guide teachers in their selection of other student learning resources to meet students' specific needs and interests. In particular, the information cards highlight links between these passages and comparable texts found in *Active Young Readers* classroom collections for grades 4–6.

The three components of the assessment package provide teachers with information and tools to help them record, analyse, and monitor students' reading progress and to use assessment information to inform instruction.

Understanding Reading



Assessment of reading must also support reading instruction. Underlying all reading instruction are the following basic principles.

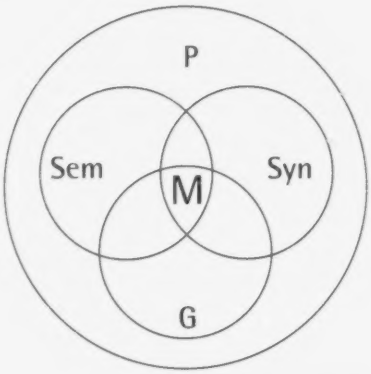
- Reading must be **purposeful**, and students must understand the many purposes of reading (pleasure, discovery, vicarious experience).
- Reading must be **meaning-centred**, building on the student's existing language, knowledge, and experience.
- Reading must be **interactive** and should promote thought and the construction of personal meaning. Students should be engaged in a constant process of hypothesizing, sampling text, and confirming or revising their understandings.
- Reading must be **modelled**, demonstrating strategies and promoting motivation for further reading.
- Reading must be **practised** with a wide range of materials on a daily basis.
- Reading must be **supported** in an environment that encourages risk taking and is safe.

Atlantic Canada English Language Arts Curriculum: Grades 4–6, 1998, pp. 115–116.

Cueing Systems

Reading is a process of actively constructing meaning from text. It involves the constant interaction between the mind of the reader and the text.

The construction of **meaning (M)** requires the integration of the four cueing systems, or sources of information:



Pragmatic (P): the structure of the texts and the context in which they occur (*What is the reading situation?*) (context)

Semantic (Sem): the knowledge acquired through prior experience and background (*Does it make sense?*) (meaning)

Syntactic (Syn): the knowledge of the structure of language (*Does it sound right?*) (structure)

Graphophonic (G): the knowledge of the relationship between written letters and the sounds of language (*Does it look right?*) (visual)

When reading, students use a variety of in-head strategies, including

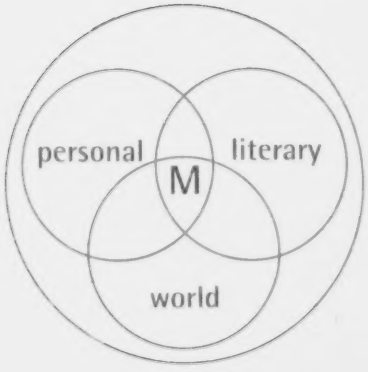
- **sampling** (attending only to those details of print necessary to make predictions and to confirm or revise them)
- **predicting** (asking themselves as a result of sampling What would make sense? What would sound right? What does the print suggest?)
- **confirming/self-correcting** (continually monitoring reading, looking for confirmation Did that make sense? Did that sound right? Did that look right?)

When readers are uncertain or feel a prediction was not accurate, they require self-correction strategies. These include

- reading on to establish context, then returning to make another prediction
- rereading the entire sentence or paragraph or passage
- sampling more of the print information
  - noting more of the letters
  - breaking the word into parts
  - thinking of a word that starts or ends the same way

Prior Knowledge and Experience

Effectively integrating the cueing systems while reading helps a student to make meaning at the word and sentence level. Meaning construction is also significantly affected by a student's prior knowledge and experience. What a student brings to a text has a great impact on what he/she will take away from the reading.



Three sets of knowledge that influence meaning construction (M) are

- **personal knowledge and experience:** the sum total of all those experiences that the reader has had
- **literary knowledge and experience:** what the reader knows as a result of past reading experiences, including the way text is structured
- **world knowledge:** what the reader knows about the world at large as a result of conversation, interaction, and exposure to various media and people

When students read they are trying to fit what the author is telling them with what they already know. It is this process that allows them to make connections, ask questions, read between the lines, create pictures in their minds, and build new understandings.

A student who plays baseball every summer and has read about and watched baseball on television will be able to understand on a deeper level the ideas and images being shared by the author as she reads a piece about how to steal a base. If the text is about abstract concepts or unfamiliar ideas, places, or people, the process of making meaning will be more challenging. The same student who understood the piece about baseball may not experience the same success if the text is about an unfamiliar game such as cricket. She may be able to read all of the words in the piece about cricket but still experience difficulty in understanding some of the terms and vocabulary, recognizing figurative language and its meaning, and developing an overall understanding of the piece. Because there is no prior knowledge, it is difficult to develop new ideas or to know when perceptions are flawed and should be questioned.

Teachers can help students draw on their personal knowledge and experience, recognizing the diversity of knowledge and experience that each student brings to a text. Teachers can design instruction that activates and broadens students' literary knowledge and experiences and enriches the world knowledge that a student brings to the text.

Students' prior knowledge and experiences will never be the same. However, this range and diversity of knowledge and experience add to the richness of discussions. Sharing of texts can offer unique insights and alternative perspectives.

Check It Out

Atlantic Canada English Language Arts Curriculum: Grades 4–6, 1998.

Calkins, Lucy. *The Art of Teaching Reading*. Addison Wesley, 2001.

Routman, Regie. *Conversations, Strategies for Teaching, Learning, and Evaluating*. Heinemann, 2000.

Stages of Reading Development

Learning to read is a developmental process just like learning to speak or learning to walk. It is important to recognize that individual students will vary in the manner and the rate at which they progress through the developmental stages. There are, however, similarities in the ways in which students grow as readers. Because reading is developmental, it improves over time. "With practice, students continually expand their repertoire of concepts, skills, and strategies, and the reading process becomes more and more sophisticated. It is a continuous and lifelong undertaking." (*Atlantic Canada English Language Arts Curriculum: Grades Primary–3*, 1998, p. 122.)

Stages of reading development identified in *Atlantic Canada English Language Arts Curriculum: Grades Primary–3* and *Atlantic Canada English Language Arts Curriculum: Grades 4–6* include the following:

Emergent

Readers at the emergent stage understand that print and visual text convey a message or a story. These readers use pictures to predict the text, and they role-play reading, relying on memory to reread familiar stories. Emergent readers are also beginning to recognize that text has directionality and are able to recognize some words in various contexts. They are beginning to predict unknown words using visual information and meaning. Emergent readers are also able to discuss what is happening in a text as well as what is likely to happen.

Early

Readers at the early stage of reading development are knowledgeable about most print conventions. They will use context and letter sound cues to make approximations, will take risks, and frequently are able to self-correct. Early readers will read familiar texts with confidence. They are able to make personal connections and are beginning to question and comment on text.

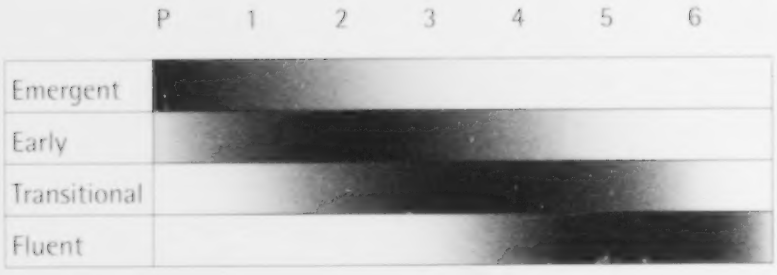
Transitional

Readers at the transitional stage of development are characterized by a growing sense of independence in selecting text, identifying purpose, and making meaning of print through a growing repertoire of strategies. Transitional readers read longer pieces of text that are not necessarily supported by illustrations and are able to make inferences from words and illustrations. These readers are able to respond personally and are developing the ability to respond critically and aesthetically.

Fluent

Readers at the fluent stage of reading development continue to do all of the above and, in addition, automatically integrate all cueing systems, have developed an extensive vocabulary, when confronted with unfamiliar text are resourceful at constructing meaning, and will select and respond personally, critically, and aesthetically to a wider variety of textual materials.

In grades 4–6, it is most common to have students who exhibit characteristics of the transitional and fluent stages of reading development. It is, however, possible to have students in these classrooms whose reading development more closely resembles the emergent or early stage. If this is the case, one goal of instruction would be to help students move beyond these stages to the transitional and fluent stages.



Check It Out

Atlantic Canada English Language Arts Curriculum: Grades 4–6, 1998.

Harvey, Stephanie, and Anne Goudavis. *Strategies That Work.* Stenhouse, 2000.

Tovani, Cris. *I Read It But I Don't Get It: Comprehension Strategies for Adolescent Readers.* Stenhouse, 2000.

Keene, Ellin Oliver, and Susan Zimmerman. *Mosaic of Thought.* Heinemann, 1997.

Stages of Reading Development

Later Part of Early	Transitional	Fluent
• can identify and discuss many different kinds of text (letters, stories, lists, newspaper and magazine articles, information text) • reads familiar text confidently • generally slow and deliberate when reading unfamiliar text (fluency deteriorates when focus is on decoding) • relies heavily on initial letters and sounds • is beginning to develop new strategies for word solving • uses visual support to check meaning • can connect personal experiences to the text • is beginning to comment on and question text	• can adapt reading to the type of text and the purpose for reading • recognizes basic text structures and uses features of texts to construct meaning • is able to integrate a variety of reading strategies (makes predictions and substantiates them, self-corrects, rereads to clarify meaning, reads on when encountering difficult text, slows down, substitutes familiar words, uses knowledge of print conventions) • reads aloud with expression, respecting the punctuation of the text, has a wider range of sight vocabulary including more challenging and technical vocabulary • is able to make connections (text to self, text to text, and text to world) • can retell and discuss own interpretations of text, providing supporting details • can make inferences from text (goes beyond the surface meaning) • responds personally to text • is beginning to respond critically to text	• understands that reading is purposeful • uses a range of strategies automatically • recognizes and understands the features and elements of various text types and uses these to construct meaning • independently uses knowledge of text structures to construct meaning • reads fluently with appropriate phrasing, expression, and rate • has extensive vocabulary, both general and technical • uses sophisticated word identification strategies for unknown words (word families, word structure, word origin) • automatically makes connections to extend meaning (text to self, text to text, and text to world) • can construct meaning from text that is abstract and beyond personal experience • makes inferences and judgments based on information that is drawn from the text • responds personally and critically to the content, messages, and construction of text

Reading Strategies

Effective readers use a variety of strategies to construct meaning from text. These strategies include those that readers use to maintain the reading, or keep it going, and those for constructing deeper meaning. Although this resource discusses these strategies in two separate categories, strategies are often used simultaneously and should be used intuitively by readers. Not only should these reading strategies be integrated while reading, the integration of strategies is equally important for instruction.

Maintaining Reading Strategies

These strategies keep the reader going. They include the following:

- **Predicting:** Readers have expectations about the text before reading and during the reading regarding the content and style.
- **Confirming:** Readers are able to confirm earlier predictions.
- **Monitoring:** Readers can check on reading and can identify when any one of the cueing systems or meaning is breaking down. They know if the text is too difficult.
- **Self-correcting:** Readers can use a number of "fix-up" strategies (reread, use context clues, read on, skip it, ask for help) when they encounter difficulty.
- **Word solving:** Readers use a number of strategies to understand the meaning of unfamiliar words (strategies may include looking for words within a word, common rimes, word meanings/origins).
- **Sampling/Gathering:** Readers are able to select pertinent information from the text to support reading and meaning making.
- **Maintaining fluency:** Readers are able to read the text smoothly and can adjust rate and expression to suit the text and the degree of difficulty.

Steps

- Ask students to relax and close their eyes while you read aloud a piece of text that is rich with visual images.
- Provide students with a personal copy of the text.
- Have each student underline or circle the words or phrases that helped create the strongest visual.
- Compile a group list of strong visual words and phrases.
- Examine the list and look at the kinds of words selected (likely verbs and adjectives).
- Encourage students to use language that creates strong visuals in their own writing.

Adaptation

Alter a strong visual piece by eliminating and changing words and phrases. Have students read both versions and discuss the differences and the impact of the changes.

Assessment in Action: Questioning
Focus: Questioning, Determining Importance

Steps

> Gather a small group of students whose ability to ask questions and seek answers you wish to assess.

> Prior to reading a text, discuss with the students what they already know about the topic.

> Ask each student to pose one question about the topic. Record these on a group chart.

> Have the students read the text and attempt to answer their questions.

> Following the reading have each student describe what he/she learned in relation to his/her question.

> Record this information beside the corresponding question.

Adaptation

Have students complete the above process independently using a KWL chart.

Constructing Meaning Strategies

These strategies are essential for deeper comprehension. They include the following:

- **Making connections:** The reader is able to recognize relationships that exist between the text and other experiences. These connections support the reading by linking the reader's prior knowledge and experience to the reading situation. Connections include
  - text to self: connections between the text and the reader's own life
  - text to text: connections between the text and other texts that have been previously read or viewed
  - text to world: connections between the text and larger world issues
- **Visualizing:** During the reading, the reader is able to create images in his/her head pertaining to the text.
- **Inferring:** The reader is able to construct meaning from the text by reasoning about known facts or evidence that may be implied, but not directly stated, by the author. Inferring is often described as the ability to "read between the lines."
- **Questioning:** The reader poses questions about the text, its content, and its construction in order to enhance understanding. The reader asks questions before reading, during the reading, and after the reading.
- **Determining importance:** The reader is able to identify central ideas and select key points.
- **Analysing:** The reader is able to examine the text, its construction, ideas, and content in order to develop a greater understanding and appreciation of what was written and how it was written.
- **Synthesizing:** The reader is able to combine information from a variety of sources (personal, world, literary knowledge) to construct new understandings about the topic or text.

To support students in the flexible use of these strategies, explicit instruction is necessary. This instruction can be further supported with the use of strategy bookmarks (Appendix A). These bookmarks remind students, with both word and visual prompts, of the necessary strategies for maintaining their reading and constructing deeper meaning. Bookmarks that go beyond a simple reminder and encourage the student to record their thoughts are also helpful. Examples of such bookmarks can be found in Appendix A2. It is, however, important to note the benefit of having students design and use their own bookmarks, complete with the language and visual support that is meaningful to them.

See Appendices A1, A2.

Understanding Assessment and Evaluation

Assessment and evaluation are essential components of teaching and reading.

Assessment is the systematic process of gathering information on student learning.

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information and making judgments and or decisions based on the information collected.

Principles of Assessment and Evaluation

- The primary purpose of assessment and evaluation is to inform teaching and to promote and encourage learning.
- Assessment and evaluation must be an ongoing and integral part of the teaching/learning process. It is one continuous cycle consisting of collecting data, interpreting data, providing feedback to students, and making instructional decisions.
- Assessment and evaluation must be consistent with beliefs about curriculum and classroom practices.
- Assessment and evaluation processes involve the use of multiple sources of information collected in a variety of contexts. In order to make decisions about any aspect of a student's learning, the teacher gathers evidence of that learning at different times, in different contexts, and in different ways.
- Assessment and evaluation processes recognize learners as active partners in their own learning. Students are encouraged to reflect on their own growth, considering progress, strengths and needs, and goals.

Source

Atlantic Canada English Language Arts Curriculum: Grades 4–6, 1998.

Foundation for the Atlantic Canada English Language Arts Curriculum, 1996.

Johnston, Peter H. *Knowing Literacy, Constructive Literacy Assessment*. Stenhouse. 1997.

Ways to Assess Reading Development

Assessment Tools	What is Being Assessed	How to Assess
Observation	• attitude • strategy use • work ethic • interest and engagement	• anecdotal records • checklists • rubrics
Conferences/Conversations	• accuracy • fluency • comprehension • strategy use • attitudes • interests	• retelling (assisted/unassisted) • response • oral reading records • questioning (multilevel) • anecdotal records • checklists
Work Samples	• range and amount of reading • strategy use • skill development • growth/improvement • comprehension • reading responses (visual, written, oral, dramatic)	• reading logs • retelling • response • learning logs/journals • graphic organizers • visual representation • portfolios • rubrics • audio/video recordings
Self-Assessment and Peer-Assessment	• group work • discussion • reading strategies • attitude • interests • reflection on growth over time	• checklists • rubrics • surveys and inventories • open-ended questions
Oral Reading Records	• accuracy • fluency • comprehension • strategy use	• oral reading record • rubric (fluency) • checklist • anecdotal records

Observation

Observation is one of the most powerful assessment tools available to teachers. Systematic observation is the careful consideration and analysis of students' behaviour and performance based on a broad range of contexts. Through observation, teachers can consider what students think, know, and can do, as they engage in classroom activities that require them to demonstrate their use of language. Observation can provide information about students'

- thinking processes
- work habits
- participation in class or group experiences
- attitudes towards reading and learning
- specific areas of strength and need
- use of time

There are two kinds of observation:

- **ongoing (informal)**: where a teacher notes something that was said or done by a student relevant to his/her development of skills and knowledge
- **pre-planned (formal):** where the teacher plans the time to observe, who will be observed, and the focus of the observation

A variety of record-keeping systems may be used for organizing observations including anecdotal records or checklists. It is also helpful to supplement written observations with audio or videotapes of students engaged in reading experiences.

See Appendices B1, B3, and B4.

Vignette

I record my observations about a student's reading on 3 x 5 index cards. On the left side I record his/her strengths and on the right I make note of areas that need further development. On the back of each card I try to write one thing that I plan to do to support that student. All my cards are kept in a recipe box with dividers for each student.

Each morning I put a square pad of Post-it notes in my pocket. If I notice something but am not close to my observation box, I pull out the pad, record the student's name, and make a note that can be "taped" to the index card at a later date. Sometimes I even hand the Post-it note to the student and ask him/her to make a note.

~ grade 4 teacher

Anecdotal Records

Anecdotal records are short narrative descriptions of observations made while students are engaged in authentic learning experiences. Reading workshops, collaborative group work, and conferences are all occasions when anecdotal notes may be recorded. Teachers have many different ways of organizing the information they observe. Some strategies include

- keeping a binder with one page per student
- recording notes on Post-it notes that are placed in the binder at the end of the day

Date	Notes and Observations (what the student can do)	Future Instruction/Next Focus (1-2 areas)
Feb 19/03	✓aware of misread words ✓ identifies beginning syllables in unfamiliar words	① Work on strategies for self monitoring Conference → within 2 wks.
March 3/03	↑ beginning to stop when substituting a non-word; asks for help.	Continue ↑ to encourage/model meaning-making strategies

- recording observations on index cards that are stored in a recipe box, with a section for each student
- using templates for recording and organizing observations
- using a clipboard to hold sheets for recording observations that day; transferring these sheets at the end of the day
- using a separate sheet for each student
- using sheets that are divided into spaces for each student in the class

While it is important that teachers take the time necessary to gather relevant information and record anecdotal notes, it is essential that teachers also reflect on these notes. Through reflection, a teacher is able to analyse anecdotal records, make inferences, and identify patterns of strength and need in learning and teaching.

See Appendices B3 and B4.

Checklists

Gr 5, 10 — Feb 12/03

Strategies and Behaviours			Comments
	✓		good personal connections
		✓	uses to check
		✓	starts to chunk longer words
	✓		improving!
		✓	
		✓	
	✓		
	✓		
		✓	needs to self-monitor more
	✓		
		✓	needs to continue using word-based strats.
	✓		

Checklists are useful as an organizational device to focus observations and to clarify thinking about what behaviours are indicative of successful learning. Checklists also help to ensure consistency from one observation to the next. When students are involved in the development and use of checklists they learn what is valued in a particular learning context and take ownership of their learning.

Checklists may be used to record information about

- specific reading skills/strategies
- a student's reading and viewing interests
- individual group work habits

In addition to providing information about student learning, checklists can also provide useful information about the strengths and weaknesses of the instructional program and areas for future focus.

See Appendix B1.

Rubrics

Rubrics are useful tools for both teachers and students. A rubric is a carefully designed scale that identifies the essential criteria for evaluation and provides a gradient of descriptors for each criterion. Rubrics are helpful in identifying expectations or standards prior to the learning situation and are also helpful for evaluation purposes.

Conferences/Conversations

One-to-one conferences allow teachers to gain some of the most valuable information about their students as readers. During this time teachers have the opportunity to talk with students about their reading, the strategies they use, and the success they are experiencing, as well as any difficulties they encounter. Conferences can also focus on student interests and attitudes towards reading and can be used to identify goals or actions for future instruction.

A conference should feel like a conversation or discussion between teacher and student. Discussion during a conference may involve talk about some of the following:

- kinds of texts read
- personal reaction to impressions of these texts
- feeling towards reading in general
- reading strategies used
- problems or areas of difficulty
- future book choices
- connections to self, other texts, the world at large
- questions that emerge from texts
- observations about text features and text organization
- observations about the author's purpose for writing, style of writing, use of language
- audience
- level of understanding with regard to the content/information presented in the book
- awareness of fictional elements such as character, setting, plot, point of view

Effective questioning allows teachers to gauge what a student knows and what the student needs to learn. Questions that are open-ended and that encourage thought provide students with the opportunity to demonstrate their ability to

- organize and interpret information
- make connections
- make inferences
- clarify and express their own thinking
- understand concepts

Vignette

Every day for at least 20 minutes our class has independent reading time. While I first valued this time as a quiet time when I could model good reading by reading myself, it has come to be much more than that. Three or four days a week I have given up the opportunity to read on my own in order to read with students. Some days I am able to read with two students and other days the entire 20 minutes flies by and I have spent it all with one student.

This time is so important because it is the one time during the day when I can sit and listen and then discuss with an individual his/her current book choice. I learn more in this 20 minutes than I did in an entire week or month before.

I still read on my own one or two days a week, and this reading experience often makes its way into our class discussions.

~ grade 4 teacher

Assessment as Action: Super 6
Focus: Questioning, Comprehension, Response

Steps

- Record six questions on an index card. Ensure that the questions are generic but of high quality. (e.g., Describe the part of the book that you found to be most interesting. Compare one of the characters to someone you know. How are they alike or different?)
- Use the questions to begin a conference or discussion with a student about a book.
- Following a book talk by a student, pose one or two of the Super 6 questions. Perhaps encourage another student to select the questions to ask.

Adaptation

Have students develop their own lists of Super 6 questions for a book they have read. Questions can be shared and discussed in small group book clubs of students who have read the same book.

- make generalizations
- demonstrate creativity/originality
- question

In addition to teacher-directed questions, students need to be encouraged and supported in generating and discussing their own questions.

Questioning skills can be effectively developed through teacher modelling during conferences and instruction.

Effective management is required in order to have regular conferences with students. Some things to consider when planning conferences are

- Whom will you confer with? Individuals or small groups?
- How often will you confer with each student during each reporting period?
- How will students know when it is their turn? Will there be a set schedule or will students sign up based on need?
- How long will each conference last?
- What will be the focus for each conference? What do you want to learn or find out?
- What will the other students be doing while you are conferring?
- How will you arrange the room to allow for discussion that is focussed but not disruptive to others?
- How will you record your observations and the data collected?

Here are some general guidelines for conferences.

Frequency: It is important that teachers meet with students, listen to them read, and discuss their reading on a regular basis. While teachers may not meet with all students an equal number of times, it is important that during each reporting period there is the opportunity to meet with each student a couple of times. There will be other students for whom it is necessary to meet more often, depending on the level of support required.

Duration: Just as the frequency of a conference varies from student to student, the length or duration of the conference will also vary. With some students it may be necessary to meet for only 5–10 minutes to accurately assess where they are as readers, the appropriateness of their book selections, or the degree of accuracy, fluency, and comprehension exhibited in their reading. For other students the time required may be 15–20 minutes or longer, depending on the depth and focus of the conference.

Who: Teachers need to confer with all students, not just those who are struggling as readers. It is possible, however, to organize conferences with pairs, small groups, or with individuals.

Focus: The focus of a conference will also vary from student to student. Ultimately, teachers need to understand and be able to support students with their reading and processing of text, fluency, comprehension, selection of text for independent reading, strategy use, attitudes and interests, and response to text. While it would be difficult to address each of these areas in a single conference, it is possible to gain insight over time and through a variety of assessments.

Teachers may find the use of checklists, questions, and guides helpful in focussing and guiding the conference and subsequent record keeping.

See Appendices B1, B2, B3, and B4.

Work Samples

Reading Logs

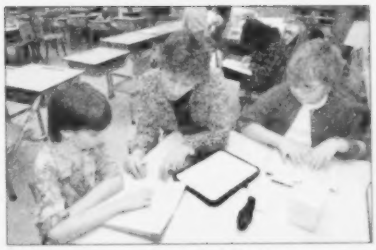
Having students keep a record of all the books they read can provide a great deal of insight into their experience as readers. A log can show

- what the student is reading
- how much the student is reading
- the range of genres
- the level of difficulty as perceived by the student

The reading log template that is provided invites students first to record the title and genre of the book. For the level of difficulty, students should identify the book as E (an easy read); JR (a just right book); or C (a challenging read). This places the student in the role of determining whether the book is a good choice. In the final column, the student can record the date the book was completed or, if the book was abandoned, record A.

Once the student has tracked his/her reading over a period of time (perhaps for a month, or a term, or the entire year), this log sheet can be used by the student as a tool for self-assessment. It can also be used to encourage reflection. Students may choose to include their reading logs in their portfolios or teachers may request that the log be brought to a conference.

See Appendix C.



Assessment in Action:
1-2-1 Conferences
Focus: Oral Reading Fluency, Written Response to Text, Book Selection

Steps

> Meet in a quiet area of the room with the student.

> Have the student bring his/her current book, response journal, and reading log.

> Ask the student to read a passage from the book. Listen for the 3 elements of fluency (expression, phrasing, and rate). See p. 35. (Provide students with tabs that they can use prior to the conference to identify the section to be read).

> Have the student share his/her 2 best journal entries and explain why he/she has selected these entries. (Again have the student use tabs to identify the two entries prior to the conference).

> Review the student's reading log and discuss his/her book choices. Together set a goal for the student to read a book from 1 new genre.

Adaptation

Choose other areas as the focus for the conference. Have the student read 1 unseen passage and make note of accuracy (reading record). Ask the student to pick out 2 things he/she feels he/she did well. In discussion look for evidence of 3 constructing meaning strategies (e.g., connecting, questioning, inferring).

Below is a simple rubric that can be used to evaluate a student's range of reading. This rubric can be used by students or teachers to help identify future goals.

Because student reading development varies, it is important that the individual student be considered when setting challenging but reasonable goals. While one student may read the equivalent of 1,000 pages in a term, another may be equally challenged in reading 300–500 pages. It is important that together the teacher and student decide what amount of reading would be considered limited, moderate, or extensive.

Student Reading Experiences Rubric

	1	2	3
Amount of text read	Limited reading	Moderate reading	Extensive reading
Range of genre	No range of genre	Some titles within two–three genres	Wide variety of titles across three or more genres
Difficulty of text	The majority of reading materials are significantly below instructional or independent reading level (E) or pose too many challenges for the reader (C)	Includes titles that are at the reader's instructional or independent reading level (JR) as well as those that are too easy (E) or too challenging (C)	Almost all titles are at an independent or instructional level (JR)

Retelling

Retelling is one way to assess a student's comprehension of a piece of text. Retelling is generally considered a recount of key ideas or events in a sequential order. It provides insight into the level of understanding and the degree to which a student interacts with the text. A retelling, however, can be limiting. By asking broad questions teachers can have a better sense of the following:

- What information did the student come away with from the text?
- What information did the student consider to be most important?
- Did the student have a good understanding of the sequence of key concepts/main event?
- What aspects of the text did the student overlook or not understand?

A retelling can be unassisted, where the student tells everything that he/she knows without prompting. If a teacher suspects that the student knows more than he/she is sharing, then the teacher may choose to ask some probing questions.

In order to better understand the degree of meaning making experienced by the student, teachers need to encourage students to go beyond a literal retelling of a text to respond personally and critically.

Response to Text

Personal and critical response make up two of the four general curriculum outcomes for reading and viewing in *Atlantic Canada English Language Arts Curriculum: Grades 4–6*. Students require multiple opportunities and ongoing support in order to develop an understanding of response. It is also important that students and teachers recognize the many options for response. These include, but are not limited to

- written response
- charts (prediction, question, connection, etc.)
- graphic organizers
- visual representations
- dramatic response
- oral discussion

Through the act of responding to text, students are able to demonstrate the level of engagement and thinking that they experienced before, during, and after reading.

A personal response goes beyond a simple retelling (see p. 20) of the text to include

- personal, world, or text connections
- opinions
- questions
- observations
- inferences
- examples from the text to support an opinion, connection, inference, etc.

Assessment for Action
Character Graphs
Focus: Visual Response—Understanding Character and Character Development

Steps

> Discuss the use of colour to portray emotions (e.g., red = love or rage, yellow = happy).

> Have students select a character from a story they have read.

> Students choose the three dominant emotions of the character at the beginning of the story.

> Students represent these emotions by creating a coloured pie graph.

> Make sure the coloured sections are proportionate to the emotions.

> Students create a pie graph that shows the character's emotions at the end of the story.

> Students describe (orally or in writing) the change and the reasons for the change in the character.

Adaptation

Rather than comparing one character at the beginning and end of the story, compare two different characters.

Vignette

I have always been frustrated by the quality of student responses to texts that we have read as a class or independently. A typical response would be 90% summary and 10% response, usually with vague statements such as, "I liked this book because I thought it was interesting."

This year I decided to get my students to develop a set of class expectations for a written response. First we read a story, then a variety of responses that ranged from very poor to mediocre to excellent. Students talked about what they could tell about each of the readers from the response. Then we built a checklist of things a response must include. We read more and compared more and eventually built a rubric that described each of the items on our checklist showing three levels: needs a lot of work, good effort, excellent. This rubric has a prominent position on one of the walls of our classroom and is a constant reference for students.

While there continues to be room for improvement, the overall quality of responses has improved.

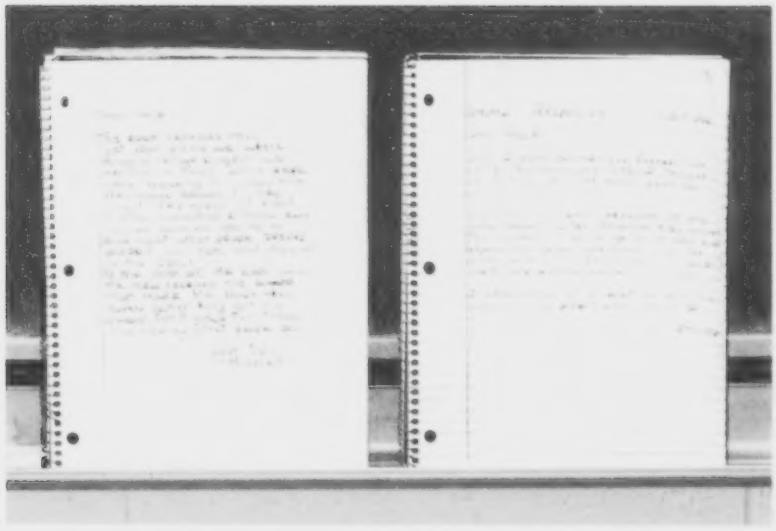
~ grade 5 teacher

A critical response extends from personal response, and students may discuss

- the construction of the text
- the author's intent and effectiveness
- values inherent in the text
- questions and understandings
- instances of prejudice, bias, and stereotyping
- point of view, including their own and those expressed and not expressed in the text

It is essential that teachers establish clear guidelines and expectations for student response. Regardless of the form the response takes, specific criteria indicating what should be evident in the response must be communicated to the student as one way of establishing good, clear expectations.

Through demonstration and modelling, shared reading, and shared writing, teachers can provide direction to students in the area of response. Also, teachers can have students analyse samples of response for levels of quality.



Assessing Response

Specific tools that may be helpful in assessing a student's response include clearly defined rubrics and rating scales.

A response can be assessed using a checklist or a clearly defined rubric or rating scale. The rubric that follows is a general rubric that can be used with most responses.

	Difficult	Instructional		Independent
	1–limited	2–partial	3–adequate	4–complete
Expresses concerns or feelings	No opinions/feeling expressed	General opinions and/or feelings are stated but not explained	Opinions and/or feelings are general in nature; discussion and explanation are offered	Opinions and/or feelings demonstrate insight; discussion and/or explanations are thoughtful and clear
Summarizes (retelling)	Does not include the main ideas; information is minimal and often inaccurate	Retelling includes most of the main ideas but does not add to the writer's own ideas or overall response	Retelling includes the main ideas and is generally connected to the overall response	Any retelling is accurate and contributes to the overall response
Makes connections	No reference to any connections between the text and personal experience, other texts, or the world	Connections were minimal and did not significantly enhance his/her understanding	Meaningful connections made between the text and themselves; connections between other texts and the world were less frequent or less helpful	Connections made between the text and prior experiences or knowledge gained from other texts or world knowledge
Asks questions	Did not identify any questions in relationship to the text	Questions were literal or surface-level questions and did not show in-depth inquiry	Questions centred primarily on the topic or content of the text	Thoughtful questions about the text, its message, manner of construction, author's style, etc.
Provides evidence	Little or no support for the comments is offered	Evidence offered shows limited understanding of ideas, specific text features, and/or language	Supportive evidence from the text or personal experience shows surface-level understanding	Connections and opinions are supported with evidence from the text and/or personal experience showing insight and awareness for ideas, text features, and/or language

Assessment in Action:
Essential Elements
Focus: Written Response—Main Ideas/Events, Opinions and Personal Response, Making Connections, Asking Questions, Predicting, Inferring

Steps

- Explicitly teach desired elements of a response.
- Post a numbered list of "essential elements" for any response. Continue to add to the list as others are introduced.
- When students write a response, explain that it must contain each of the essential elements (or those specifically outlined by you).
- When evaluating responses, record on the top of the page, the corresponding number of any missing elements.
- Look for patterns (whole class, individual) over time.

Adaptation

Encourage students to share responses with their peers and provide feedback using the number system.

After examining a student's response, the teacher may find it helpful to consider the following questions:

- What do you notice about this student's response?
- What are your observations of this student's development as a thinker? a reader? a writer?
- What do you consider to be the strengths of this response?
- What aspects of the response could be improved?
- How might the student extend his/her response?
- How can you provide support to this student?
- How might you challenge this student?

Taken from *Using What We Have Learned: A Professional Development Resource for Elementary English Language Arts*, 1997.

Graphic Organizers

Graphic organizers offer students a way to organize their thinking and communicate their understanding of a text in a visual way. These tools can

- assist students in activating prior knowledge before reading
- support students in acquiring the necessary information during the reading process
- encourage students to apply what they have learned after reading the text

Appendix D provides a number of templates that may be used by students. It is important to note that certain graphic organizers may be more useful than others, depending on the text that is being read. Identifying the author's purpose and understanding the text patterns and how the text is structured will help the reader to select the graphic organizer that will be the most useful.

Should students or teachers wish to create graphic organizers with the aid of a computer, there are a number of options available.

- Using drawing commands, teachers or students can build their own templates in a word-processing document.
- Programs such as *Inspirations* or *Kidspirations* offer ready-made templates and tools to build your own graphic organizer, complete with pictures.

Caution: it is not expected or encouraged that a graphic organizer will be used with each text that is read by a student.
There are many different kinds of graphic organizers (see Appendix D).

Cause-and-Effect Chart

A cause-and-effect chart illustrates that for a particular event there may be a number of causes and effects. In the centre, students record the event in question. In the top blocks, students identify the possible causes of the event. In the bottom blocks, students record the effects of the event.

See Appendix D1.

Predict, Support, Reflect Chart

A predict, support, reflect chart encourages the student to make predictions prior to and during the reading, to provide evidence or support for their predictions (from the text or personal experience), and throughout the reading, to reflect on their predictions in order to confirm or revise earlier thoughts.

See Appendix D2.

Compare-and-Contrast Chart

A comparison chart allows students to consider the similarities and differences of two characters, places, ideas, events, concepts, etc. In the top box, students record the similarities. In the two lower boxes students record the characteristics that are different.

See Appendix D3.

Concept Web

A concept web can be used to show the main idea and supporting details about a book, character, idea, etc. In the centre circle, students should write the main idea. Then, in the surrounding circles, students can record and support ideas.

See Appendix D4.

Flow Chart

A flow chart allows students to put things in an order. It can be used to show steps in a process or the chronological order of events. Students record the first step/event in the first block and then record subsequent steps/events in the remaining blocks. Remind students to follow the arrows correctly.

See Appendix D5.

Vignette

As a grade 6 classroom teacher, I have often used graphic organizers with my class. These are excellent for having kids think about their reading and make connections with prior reading and experiences. We practised, several times, using each organizer first as a whole class.

To teach them how to use the Facts, Questions, Response organizer (D6), I chose a non-fiction short piece. We read the piece in small groups, then as a whole group discussed and recorded the interesting facts we learned, the questions that arose, and our opinions and reaction to the article. By the time we were done we had one large master chart of facts, questions, and responses.

For What I Read/What I Think (D9) we practised using this organizer with a fiction text. I would select a number of lines of text or events from the story and each student would then record what he/she were thinking as he/she read that portion of the story. Many of these thoughts were connections. For these, students would note the type of connection that they made: T–S (text to self), T–T (text to text), T–W (text to world).

– grade 6 teacher

Check It Out

Buehl, Doug. ***Classroom Strategies for Interactive Learning.*** **International Reading Association, 2001.**

Lipton, Laura Bruce Wellman. ***Pathways to Understanding.*** **Pathways Publishing, 1998.**

FQR Chart

An FQR chart, developed by Stephanie Harvey and Ann Goudvis in *Strategies that Work*, is another three-column chart that allows students to record and differentiate among the kinds of thinking that occur while reading. As students read they can record on Post-it notes important ideas and thoughts that occur to them. After reading, students can categorize these thoughts. In the first column, students put anything that is fact. The second column is for questions. The third column is for responses or reactions and opinions.

See Appendix D6.

Ideas/Details Chart

This chart supports students as they attempt to identify supporting details for significant or important ideas. First students record the main idea in the large box. In the smaller boxes to the right, students record supporting details.

See Appendix D7.

QUIC Chart

A QUIC (can be pronounced "quick") chart allows students to record questions, important details, and connections from reading. In the first column (QU), the students record questions they have about the topic. In the centre column (I), students record important information. The final column (C) is a place for students to record connections they have made.

See Appendix D8.

What I Read/What I Think

This chart is designed to support students in reading between the lines, making inferences, and supporting conclusions with evidence from the text. In the What I Read column, students record the information that is provided by the author. In the What I Think section, students record their inferences or understandings based on the information given.

See Appendix D9.

Venn Diagram

A Venn diagram allows students to compare two people, objects, ideas, and so on, by showing the characteristics they have in common and those that are unique. Students label each circle with one person/object/idea. In the overlapping part in the centre students write all of the things that are common to both. In the outer portion of one circle they record the ideas that are exclusive to that topic.

See Appendix D10.

Portfolios

Portfolios offer students and teachers the opportunity to consider growth and literacy development over time. These collections of student work provide a clearer and more complete picture of the learner and can offer students the opportunity to engage in reflection and assessment of their own learning.

Portfolios provide students with the opportunity to demonstrate

- strategy use
- growth
- skill development
- proficiency/quality work

General Suggestions

Some general suggestions for portfolios include

- Have a clear understanding of the outcomes you wish to evaluate. Share this with students so they know what literacy skills to focus on.
- Identify possible artifacts or pieces of student work that demonstrate literacy achievement.
- Develop a management system for your students' portfolios.
  - Who selects the work, teacher or student, or both?
  - When will students work on their portfolios?
  - Where is the work stored (binder, file folder, pocket folder, shoebox, computer disk)?
  - Will there be required pieces of work?
  - Will students write reflections about each artifact? If so, how will you organize and support this?
  - When will the portfolio be shared? with whom? how often? for what purpose?
  - Will the portfolio itself be evaluated?

Vignette

Every student in my class keeps a portfolio as part of English language arts. Students are responsible for choosing pieces of work to include in their portfolio binders. One of the criteria is that they must have a variety of artifacts that demonstrate skill and growth in all three strands of the curriculum.

In order to help students visually see the range of artifacts, they are colour-coded. Every artifact that is included must have a written reflection attached. If the artifact demonstrates reading and viewing skills, the reflection is written on a yellow index card. A writing and representing artifact would have a green index card. Listening and speaking would have a blue card.

When students look through their portfolios, they can see at a glance, the strands that they have represented and those that are missing.

~ grade 6 teacher

Some possible artifacts for a reading portfolio include

- written response to a text
- audiotape or video of the student reading
- record of oral reading
- chart or graphic organizer demonstrating thinking
- copy of a text that the reader found easy, just right, or challenging
- reading log
- Post-it notes or strategy bookmarks with questions, connections, responses, important information
- student self-assessments, checklists, rating scales

See Appendix E for a blank template.

A portfolio can be evaluated using many criteria. It is important that all criteria for evaluation reflect the purpose of the portfolio and be shared with students.

Possible criteria for evaluating a portfolio include

- demonstration of skills
- evidence of growth
- degree and quality of response
- organization

Purves, Jordan, and Peltz. *Using Portfolios in the English Classroom*. Christopher Gordon Publishers, 1997.

Porter, Carol, and Janell Cleland. *The Portfolio as a Learning Strategy*. Heinemann, 1995.

Burke, Kay. *How to Assess Authentic Learning*. Skylight, 1994.

Portfolio Rubric

	1	2	3	4
Selection of Artifacts—Evidence of Achievement	Minimal number of artifacts included	Artifacts effectively demonstrate one or two skills and reading strategies	A variety of skills and strategies are evident in the artifacts selected	A high degree of skill level and strategy use is evident across a range of artifacts
Selection of Artifacts—Evidence of Growth	Minimal or no evidence of growth	Some before-and-after pieces have been included to show growth in one or two areas	Pieces selected show growth in a variety of areas	The combination of artifacts shows growth in many areas as well as direction for the future
Personal Reflection	Minimal or no evidence of personal reflection	Reflections are often superficial with little comment on the learner or the process; emphasis on describing the artifact	Reflections offer some insight into the strengths, challenges, and growth demonstrated by the learner; as well as why the artifact was selected	Reflections are thoughtful; demonstrating insight into the learner and the process; goals are identified
Aesthetics	Lacks organization and basic neatness	The majority of the portfolio demonstrates basic neatness and an attempt at organization	Contents are neatly presented in an organized manner	The portfolio is well organized and visually pleasing; demonstrates creativity

Self-Assessment

Self-assessment can be a powerful tool. Allowing students to take responsibility for their learning and to be accountable for monitoring their growth is a significant part of the learning process.

"When students are aware of the outcomes they are responsible for and the criteria by which their work will be assessed, they can often make informed choices about the most effective ways to demonstrate what they know and are able to do." (*Atlantic Canada English Language Arts Curriculum: Grades 4–6*, 1998).

A self-assessment can take many forms. Some common self-assessment tools include

- checklists to record the presence of specific skills and characteristics
- rating scales to encourage thought about the frequency or quality of particular attitudes, behaviours, and skills
- rubrics to identify the criteria for a learning experience and degree of accomplishment
- open-ended questions to encourage consideration and reflection of reading behaviours
- questionnaires, interest inventories, and surveys to elicit students' perceptions about their learning and to provide insight into attitudes and interests
- reflective writing to identify ways and the degree to which students have demonstrated progress

See Appendices F1, F2, F3, F4, F5.

When providing opportunities for self-assessment, teachers should support students through modelling, individual conversations, a clear framework for assessment, and ongoing, open communication.

Assessment in Action: I Can ...
Focus: Self-Assessment

Steps

> Record any reading outcomes (e.g., select appropriate books, read a variety of genres, make connections when reading text) that have been the focus of instruction.

> Post the chart in the room.

> Continue to add to the chart throughout the term.

> Refer to outcomes regularly.

> Regularly engage students in discussions about the outcomes and how they connect to various learning experiences.

> Provide each student with a printed list of outcomes (beginning with the phrase "I can"). See Appendices F1–F3.

> Ask students to check those outcomes that they feel they have met.

> Have each student set one or two goals for learning.

Adaptation

Have students keep a reading portfolio that is shared with parents, guardians, or peers. Using the "I Can ..." list, the parent/guardian or peer checks those outcomes that are evident in the portfolio.

Reading Record

Listening to students read orally continues to be a key source of information for teachers in grades 4–6.

A reading record can provide teachers with information about how a student is processing text. It also offers insight into the cueing systems that the student is using successfully, as well as those that require more support.

Gathering information about a student's strategies for decoding is not enough. Important information about the appropriateness of the text can be determined by assessing fluency (the rate, phrasing, and expression that the reader uses).

Perhaps even more important is the degree of understanding or the comprehension a student demonstrates. While an analysis of decoding strategies and fluency can offer insights into a student's comprehension, the most reliable analysis comes as a result of engaging in a discussion with the student about the text or by providing opportunities for multiple forms of response.

Formal reading records are most useful with students who are within the early or transitional stages of development and whose processing and growth continue to need explicit support.

The student reading assessment passages selected for this assessment package have been chosen to reflect a range of reading levels for both fiction and non-fiction. Due to the nature of texts for students in grades 4–6, entire passages have been provided.

Procedure

A suggested procedure for using the Reading Record and Summary Sheet is as follows.

1. Oral reading records use a coding system to code a student's reading. Become familiar with these codes:

Coding System			
self-correct	sc	appeal	A
told	T	pause	|
repeat	R	insertion	^
omission	-	prompt	P
substitution	(spoken word) / printed word		

- Record a check mark (✓) for each word read correctly.
- For each miscue, draw a horizontal line above the miscue and record what the student did.

The student reads, "She began to feel a bit never ... nervous". He/she made a miscue by reading "never", but then self-corrected.

✓ ✓ ✓ ✓ ✓ ✓ sc never
She began to feel a bit nervous.

The student reads, "She did began to feel nervous" He/she inserted word "did" and omitted the words "a bit."

✓ did ✓ ✓ ✓ ___ ✓
She began to feel a bit nervous.
^

Fernando's Friendship Journal

Because students at grades 4–6 often read quickly, many teachers find it more effective to simply record the miscues. Rather than recording a check mark for each word read correctly, a word with no coding is considered to have been read correctly.

2. The teacher reads the title of the text to the student and offers any introductory information (see information card for details).
3. The teacher gives the student the text to look through prior to reading.
4. While the student reads the text aloud, the teacher uses the Reading Record form to record what the student reads.
5. Following the oral reading, the student may read the text again, silently. This second read will further support the student's comprehension of the text.
6. While the student reads silently, the teacher looks closely at what the student was able to do independently. Notation should be made on page 1 of the Summary Sheet of the strategies that the student integrates in his/her reading as well as of one area that could be highlighted as an area needing more attention.
7. The teacher may ask the student to reread out loud one section of the text. While the student reads, notation can be made on the summary sheet about the degree of fluency (expression, phrasing, and rate).

8. Next the teacher and student will engage in a discussion about the text (see the information card for suggestions for discussion). During this time the teacher is looking for evidence of the student's comprehension. Observations should be recorded on page 2 of the Summary Sheet.
9. The teacher, in conversation, highlights the positive reading behaviours noted (see step 6), often going back to the text for demonstration. The teacher also notes and demonstrates to the student one area that he/she needs to focus on.
10. The teacher analyses the student's reading behaviours (taking into consideration all of the data collected) and determines whether the text is an independent, instructional, or difficult level for the student.
11. The final, yet very important, step is for the teacher to identify one or two areas that would be an appropriate focus for future instruction.

Scoring Reading Records

- Every "substitution," "omission," "insertion," and "told" counts as an error.
- "Repetitions," "self-corrections," and "appeals" do not count as errors. These are positive reading behaviours and show that the student is monitoring his/her reading.

Analysing Reading Records

Percentage of Accuracy

Count the total number of words that the student read correctly (total number of words minus the number of errors). Divide by the total number of words to find the percentage of accuracy. For example:

$$\frac{230 - 13 \text{ errors}}{230} = \frac{217}{230} = 85\%$$

Use the percentage of accuracy to determine what level the text is for the student:

- 95 percent and above indicates that the text is a suitable independent text
- 90–94 percent indicates that the text is a suitable instructional text
- 89 percent or below indicates that the text is a difficult text

Vignette

Our school recently decided to take on reading as a focus for our school improvement plan. As a staff, we felt that too many of our students were reading below grade level and this was having a direct impact on their success in all areas of the curriculum. We decided to do a reading assessment with each student in the fall, before first term reports went home. We hoped this assessment would provide us with the information we needed to make a difference.

I listened to each student in my class read graded passages in hopes of determining why so many students were reading below grade level. What I found out was a bit of a surprise. Many of my students could read passages that were grade appropriate. What they had difficulty with was the comprehension and understanding the text. Even some of my top students, students who could read with ease something that was above grade level, had limited understanding and insight into the text. I had found my focus.

~ grade 6 teacher

Substitutions

The substitutions and self-corrections made by a student while reading provide insight into his/her attempt to bring meaning to the text. For each self-correction or substitution, try to determine which of the cueing systems the student was using:

- Semantic (meaning) (Did it make sense?) The meaning or general content of the story/sentence is reflected in the error or substitution.
- Syntactic (structure) (Did it sound right?) It sounds right to say it that way.
- Graphophonic (visual) (Did it look right?) The letters and words look alike.

On the Reading Record, identify the cue(s) the student used in each substitution. Review this to identify patterns. Is there one cueing system the student over-relies on? Is there one cueing system the student does not use?

Are the substitutions "good ones" that don't interfere with meaning?

Self-Corrections

To calculate the self-correction ratio, add the number of errors (E) to the number of self-corrections (SC). Then divide by the number of self-corrections (SC). For example, if a student made 9 errors and 3 self-corrections, the total miscues would be 12, but 3 were self-corrected. The self-correction ratio in this case would be 1:4. For example:

$$\frac{E + sc}{sc} \qquad \frac{9 + 3}{3} = \frac{12}{3} = 4 = 1{:}4$$

A self-correction ratio of 1:3 to 1:5 indicates that the student is noticing and is able to correct the errors that he/she makes.

Note: Miscues alone do not provide us with the complete picture of the student as a reader. Teachers must also take into consideration the information gathered about strategy use and the student's fluency and phrasing. As well, the student's response to the text and teacher/student discussion will provide useful information about the student's comprehension.

Using the Information

The information that is collected from an oral reading record can be used in many ways:

- to determine whether the text is too difficult for the student
- to make decisions about future instruction based on the kinds of miscues made by the student
- to provide feedback to the student
- to share with parents and other teachers

Summary Sheet

Name: _____ Grade: _____ Date: _____

Title: _____ Stage: ☐ Early ☐ Transitional ☐ Fluent

☐ Seen ☐ Unseen ☐ Fiction ☐ Non-fiction

Use this portion of the assessment to record information about the student's first (oral) reading of the text.

Accuracy

Word Miscues % (circle accuracy rate):

below	88	89	90	91	92	93	94	95	96	97	98	99	100
(Difficult)			(Instructional)					(Independent)					

Strategy Use	Rarely	Sometimes	Often	N/A	Comments
Uses background knowledge					
Uses meaning cues (semantics)					
Uses grammar cues (syntax)					
Uses visual cues (graphophonic)					
Makes meaningful substitutions					
Self-corrects errors					
Asks for help					
Rereads/looks back					
Reads ahead/reads on					
Cross-checks that all cues make sense					
Uses pictures, diagrams, etc., to support understanding					
Summary: Miscues interfered with meaning					

Fluency

		Difficult	Instructional		Independent
		1	2	3	4
Fluency	Expression	Little expression, monotone	Some expression that conveys meaning	Emphasizing key phrases and words at time	Emphasizing key phrases and words most or all of the time
	Phrasing	Short phrases	Longer word phrases some of the time	Longer, meaningful phrases most of the time	Consistently longer, meaningful phrases
	Rate	Slow with long pauses and repetitions	Moderate with some pauses and repetitions or very fast	Adequate with a few pauses and/or repetitions or too fast in a few places	Rate is smooth and appropriate for the text

Use this portion of assessment to record information about the student's comprehension following a second (independent) read of the text.

Comprehension	Comments
Unaided retelling—student is able to describe the main ideas: ☐ Yes ☐ No **Discussion** Check if evident ☐ Retells main ideas/concepts in logical sequence ☐ Makes connections ☐ Proposes questions ☐ Makes inferences ☐ Forms new understandings from any ideas (synthesis) ☐ Includes details from text to support ideas ☐ Presents ideas clearly and coherently ☐ Refers to text features, structure, style, or literary devices in discussion	

Overall Comprehension (based on retelling and discussion)

☐ limited ☐ partial ☐ adequate ☐ complete

Text Read (check one)

☐ E (early) ☐ T (transitional) ☐ F (fluent)

Student Self-Rating (check one)

☐ easy ☐ just right ☐ challenging

Teacher Rating (text appropriateness—taking into account percentage of accuracy, strategy use, phrasing and fluency, and comprehension) (check one)

☐ independent ☐ instructional ☐ difficult

Future Instructional Focus (choose one or two areas):

Understanding Texts

The structure of a text is determined by the author's intent and purpose for writing. Purposes for writing can be divided into two broad categories, as indicated in the visual below. Literature is used to tell a story whereas the role of information text is to communicate information. Further classification of text into genres and forms allows us to understand the common characteristics of text.

Fiction	Purpose and Structure	Non-Fiction
	To Tell a Story	
	Literature:	
Traditional	Narrative	Biography
Fantasy	Poetic	Autobiography
Realistic	Script	
Historical		
Mystery	*To Communicate Information*	
Adventure	Information:	
	Descriptive	
	Explanatory	Informational
	Instructive	Expository
	Persuasive	
	Comparative	
	Narrative	
	Poetic	

Note: The above lists are partial lists only.

Helping students to understand genres, how text is structured, and the many features of text supports their development as language learners. Through the explicit teaching of these concepts, teachers can help students to increase their literary background, to anticipate and predict what to expect from a text, and to make connections within and among texts.

Genres

Genre refers to the type or kind of writing. Below is a chart outlining a number of genres for both fiction and non-fiction.

Genres at a Glance

Fiction

Code	Genre	Definition
TL	Traditional Literature	Traditional literature began with oral stories passed down throughout history. It includes folktales (including fairy tales), myths, legends, and epics.
F	Fantasy	Fantasy contains unrealistic or unworldly elements. It includes science fiction.
RF	Realistic Fiction	Realistic fiction often focusses on universal human problems and issues. Although it comes from the writer's imagination, it is true to life or realistic.
HF	Historical Fiction	Historical fiction is a fictional account of events created by the author but true to life in some period of the past.
M	Mystery	Mystery offers the reader suspense and wonder as the author reveals the plot and characters, bit by bit. Central to this genre is the element of the unknown and the reader's attempt to solve the mystery using the clues provided by the author.
A	Adventure	Adventure provides the reader with the opportunity to explore circumstances where characters experience new situations, overcome adversity, and grow as individuals. The plot is often fast paced and exciting.

Non-fiction

Code	Genre	Definition
I	Informational	Informational texts provide information, facts, and principles related to physical, natural, or social topics or ideas.
E	Expository	Expository text explains or provides direction.
B	Biographical	A biography is an account of an individual's life.
AB	Autobiographical	An autobiography is an account of the life of an individual written by that individual.

Text Structure

Text structure is the way a text is organized. Narrative text and information text each have distinct structures; each is determined by the author's intent and purpose in writing.

Narrative text typically has the following structure:

beginning ——→ middle ——→ end

Students easily recognize this structure and this familiarity supports their reading of the text.

In addition to the structure, narrative text has other common elements:

- setting
- character
- plot
- conflict
- theme
- point of view

Vignette

Book Share

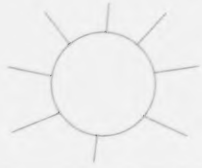
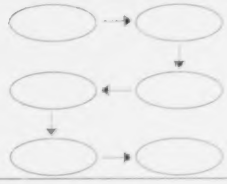
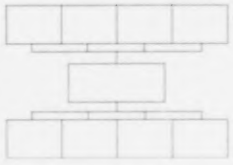
In an effort to stay up to date with what my students were reading, I started doing a book share every Friday. I would go around the classroom and ask each student to hold up his/her book, read the title, and tell the class the genre. Each week I would ask a few students some questions about their selection or ask them if they would like to tell us a little about their book. The students would have the choice of passing if they liked. This usually occurred if they had just finished or started a book.

From our book share time, I got a little clearer picture of what the student was engaged in during independent reading time. It gave me an opportunity to get a quick snapshot of each student's reading and zero in on students that were reading books that may be too difficult or too easy. I could also ask questions such as Why did you abandon the last book? or How is this book similar to the last one in the series?

The whole process took about 15 minutes and was another way for me to assess their ability to choose "just right" books or to find areas that I could work on with them.

~ grade 6 teacher

Information text does not fit within the same text structure as fiction. Common text patterns for information text include the following:

Text Pattern	Definition	Key Words	Graphic Organizer
Description	Uses language to help the reader visualize what is being described by the author	Verbs (meandered, jumped, snapped) Relational words (on, over, beyond, within) Adjectives (large, colourful) Adverbs (slowly, quickly)	
Sequence	Presents ideas or events in the order in which they occur	First, second, before, after, finally, then, next, earlier, later, last	
Compare and Contrast	Discusses two or more ideas, events, or phenomena, explaining how they are similar and different	While, yet, rather, most, either, like, unlike, same, as opposed to, as well as, on the other hand, although, similarly, opposite	
Cause and Effect	Provides explanations or reasons for an event/occurrence as well as the results and impact	Because, since, thus, so that, if ... then, therefore, nevertheless, due to, this led to, as a result, then ... so, for this reason, on account of, consequently	
Problem/Solution	Identifies problems and poses possible solutions	Propose, conclude, a solution, the problem, the question, research shows, the evidence is, a reason for	
Question and Answer	Poses a question and offers an answer or explanation	Who, what, when, where, why, how	

If students recognize various text structures, then they will be able to anticipate and make predictions about the text. These predictions provide a framework for the student's reading and can support the meaning-making process. In addition to supporting the student as a reader, understanding text patterns assists the student as a writer. With understanding and experience about the many ways in which text is structured, students can more readily incorporate these patterns into their own construction of written text. If a high degree of understanding is to be achieved, it is necessary that teachers point out these text patterns to students and provide related instruction in reading and writing contexts.

Features of Information Text

Information text includes many different text features that support readers in locating information and aid comprehension and making meaning of the text. These features alert readers to important information and help them to navigate the text more effectively.

Some common features include

Print Features

- font (type, size)
- bold print
- coloured print
- bullets
- italics
- underlining

Visual Supports

- diagrams
- sketches
- graphs
- figures
- maps
- charts
- tables
- cross-sections
- time lines
- overlays
- coloured photographs
- coloured drawings
- black-and-white photos
- black-and-white drawings
- labelled drawings
- enlarged photos
- acrylic, watercolour, oil paintings

Organizational Supports

- index
- table of contents
- preface
- glossary
- pronunciation guide
- appendix
- text boxes
- titles
- headings
- subheadings
- labels
- captions
- page numbers
- headers/footers

Vocabulary Supports

Verbal cues that signal importance:

- for example
- for instance
- in fact
- in conclusion
- most important
- on the other hand

Assessment in Action: Using Text Features to Locate Important Information

Focus: Determining Importance, Using Text Features

Steps

> Select a piece of information text that has features such as a table of contents, index, glossary, headings, subheadings, and diagrams.

> With an individual student ask him/her to find a specific piece of information that you know to be discussed but not directly stated in the text (e.g.,: "What is the difference between a solar eclipse and a lunar eclipse?").

> Pass the student the closed book.

> Observe how he/she approaches the task making note of the features he/she uses to locate the information.

> Ask the student to explain to you how he/she found the information.

Check It Out

Fountas, Irene, and Gay Su Pinell. *Guiding Readers and Writers Grades 3–6*. Heineman, 2001.

Harvey, Stephanie. *Nonfiction Matters*. Stenhouse, 1998.

Routman, Regie. *Conversations*. Heinemann, 2000.

The Role of Levelled Text

Levelled text may play a role in a grade 4–6 classroom, but its role is different from that in grades primary–3. It is neither necessary nor desirable for grades 4–6 classrooms to be filled with books that have the "levels" printed on them.

Teachers may, however, find it helpful to have a small collection of levelled texts available for assessment purposes or to support the struggling reader.

Identifying book levels is a challenge in grades 4–6. There are many factors to consider when assigning a level to a text (text features, vocabulary and sentence structure, content and themes), as well as the skills and strengths of the reader along with his/her prior knowledge and interests.

The charts below outline some of the features of fiction and information text for each of the stages of reading development (early, transitional, fluent). It is important to note when examining text that each piece need not include every feature indicated.

Certainly, it is important for students to be reading text that is at their independent and instructional levels. An instructional text is one that offers enough challenge in decoding and comprehension that the student must problem solve and use a variety of reading strategies to monitor and extend reading. If the text is too difficult, then the student may become frustrated.

Rather than stocking bookshelves with only levelled text, it is more important for teachers to be familiar with the supports and challenges in the texts. With knowledge about the students, their interests, needs, and strengths, teachers are able to support them in making good text selections.

Strategies for supporting the book selection process include

- sorting books according to genre, form, author, topic
- identifying books that are challenging
- setting aside some levelled texts for assessment purposes
- meeting and discuss with students their book selections
- providing students with a "bag" of books that are at their independent level for use during reading workshop
- modelling the book selection process
- encouraging book talks and conversation about texts

Vignette

Helping my students choose books that they would enjoy and that would provide some challenge is key to the success of my independent reading program. For the first few weeks of school I dedicate 10–15 minutes each day to promoting books and things to consider when making good book choices.

I read excerpts from books, I try to feature many different genres, I share things like poetry and picture books and we talk about the characters, the author's style, and the art that is an important part of the text. I talk about why I like and dislike the many things that I read, and I encourage students to share their own books and opinions.

These 15 minutes each day are not followed up with an assignment or a task but are genuine discussions that help create a community of readers.

~ grade 4 teacher

Fountas, Irene, and Gay Su Pinell. ***Levelled Books for Readers Grades 3–6.*** **Heineman, 2002.**

Szymusiak, Karen, and Franki Sibberson. ***Beyond Levelled Books.*** **Heinemann, 2000.**

Text Features: Fiction

	Later Part of Early	Transitional	Fluent
Content, Themes, and Ideas	• often deals with everyday situations	• familiar and within own experience • settings for narrative text go beyond the reader's experience • characters encounter everyday experiences and some deal with serious problems/issues	• complex plots • may deal with mature topics and themes (certain topics may be too mature for readers despite their ability to read the text accurately) • characters concerned with issues related to growing up, family relationships, and problems of society as they affect children • require interpretations to understand themes on several levels • sophisticated humour • interesting ideas that will be a good foundation for group discussion • portrays a range of times in history • takes readers to places distant in time and space • requires knowledge of political, social, and historical events, as well as problems of different cultural and racial groups • requires readers to connect concepts and themes with world knowledge • requires readers to make connections with previously read texts • requires readers to think critically
Literary Features	• few characters and little character development or change • simple plot • supported by familiar patterns	• more sophisticated plot • ranging from one to two characters to multiple characters • more character development and change in response to events in the story • memorable and well-developed characters • opportunities for empathy and suspense • introduces devices such as irony and whimsy	• complex ideas • detailed description of setting • different themes and many characters within a text • reveals characters' thoughts and perspectives through dialogue and through the viewpoint of others • more complex characters with multiple dimensions • narratives have plots and subplots • has devices such as simile and metaphor that require some background knowledge • full appreciation requires noticing aspects of the writer's craft • uses literary language and symbolism • requires readers to go beyond the literal level of the text to construct the implied meaning

Text Features: Fiction (continued)

	Later Part of Early	Transitional	Fluent
Vocabulary	• many high frequency words • challenging words have contextual support	• many challenging words (multi-syllable, unfamiliar, easily confused) • new words relating to familiar concepts • sophisticated and varied vocabulary, often with contextual support • readers expected to form new meanings for known words	• more difficult and sophisticated vocabulary, little contextual support • some words from languages other than English
Sentence Complexity	• moving from simple sentences to use of more literary language • assigned dialogue (said, answered, cried)	• many compound sentences with simple and complex sentences interspersed • complex sentences requiring a full range of punctuation to access meaning • moving from assigned dialogue (using names and pronouns to identify the speaker) to unassigned dialogue	• sentences and paragraphs are complex that require rapid and fluent reading with attention to reading and automatic assimilation of punctuation • frequent use of unassigned dialogue
Book and Print Features	• larger print • short text or chapters • limited amount of text per page • clear illustrations on most pages to support understanding • significant spacing between words and lines • sentences begin at the left margin • multiple episodes related to a single plot	• smaller font, longer text • more print per page, some pages with full print • illustrations scattered throughout, usually black and white drawings or photographs • less space between words and lines • sentences end in the middle of a line and continue from one line to the next • several chapters	• small font, long text • longer chapters • few illustrations to support understanding • text is densely arranged on the page • requires the reader to sustain interest and meaning over many days

Text Features: Information Text

	Later Part of Early	Transitional	Fluent
Content, Themes, and Ideas	• familiar and concrete topics	• introduces new concepts • varied topics • elaboration of familiar topics • connects to prior knowledge • topics for information text that go beyond the reader's experience • requires more content knowledge • students expected to learn about various subjects through reading	• introduces complex ideas and themes that may be unfamiliar and require interpretation • portrays a range of times in history • takes readers to places distant in time and space • may deal with mature themes • requires readers to connect concepts and themes with political, historical, or environmental information • requires readers to make connections with previously read texts • covers a wide range of topics and provides specific technical information
Vocabulary	• few technical words • vocabulary explained within the text and illustrated	• more challenging words (multi-syllable, unfamiliar, easily confused) • more technical words • words and technical terms that are explained and illustrated within the text	• often uses technical language, however; the terms may not be explained explicitly within the text
Sentence Complexity	• mainly simple sentences with some compound sentences	• many compound sentences with simple and complex sentences interspersed • sentences requiring a full range of punctuation to access meaning	• complex sentences and paragraphs that require rapid and fluent reading with attention to automatic assimilation of punctuation
Book and Print Features	• larger print • spacing between words and lines • sentences beginning at the left margin • different concepts on each page/selection • clear illustrations on most pages to support understanding • basic diagrams with some labels • simple charts • captions • distinctive headings and subheadings • use of colour • short table of contents	• smaller font • more print per page, some pages with full print • sentences end in the middle of a line and continue from one line to the next • visual information scattered throughout; many pages have a half-page illustration on every page or every other page • illustrations that support the overall meaning but do not always relate directly to the print on the page • different concepts on each page/selection • includes index and glossary more frequently	• small font • long text • visual information that carries a great deal of meaning and requires interpretations • detailed visual information • complex graphic information

The Role of Poetry

Poetry, as a form of literature, requires its own set of strategies for reading. Because of its roots as an oral art form, poetry is most effective when read aloud. Modelling this and encouraging students to read poetry aloud helps students to understand and appreciate the rhythm and music, the sound of the language, and the images created by various forms of poetry. It is important that teachers provide ample opportunity for students to experience, enjoy, and respond to poetry (especially free verse poetry) rather than dissecting poems and focussing solely on form and technique. Poetry can also be used to gauge students' ability to respond personally and critically to a text. In preparation for writing a response to poetry students may

- make personal jot notes
- list questions about the poem's content or style
- select a word, phrase, or line that holds personal meaning
- make a quick sketch

Teachers may wish to use the following rubric for assessing student responses. Note that responses need not be limited to written responses.

Assessing Response to Poetry

A response to poetry uses supportive evidence from the text to express a feeling, an opinion, or an interpretation or to connect with personal experience or other texts.

Level 5	The student responds thoughtfully and perceptively to the text in one or more of the following ways: by drawing connections with personal experience or other texts; by expressing opinions or feelings; and/or by offering interpretations of the poem. The student chooses supportive evidence from the text and/or personal experience that demonstrates some depth of understanding of ideas and/or form.
Level 4	The student responds thoughtfully to the text in one or more of the following ways: by expressing feelings or opinions; by drawing connections with personal experience or other texts; and/or by offering interpretations of the poem. The student chooses supportive evidence from the text and/or personal experience that shows awareness of ideas and/or form.
Level 3	The student responds to the text by expressing a feeling, an opinion, or an interpretation or by drawing a connection with personal experiences or other texts. The student chooses supportive evidence from the text and/or personal experiences that shows surface understanding of ideas and/or form.
Level 2	The student responds by expressing a feeling or an opinion or an interpretation or by making a personal connection; however, the student offers unclear or inappropriate support from the text of the poem.
Level 1	The student responds only briefly to the poem, offering little or no support for the comments; the student has apparently misinterpreted or not understood the text, or retells the poem and offers no other response.
Nonclassifiable	There is no evidence of an attempt to meet the requirements of the task, or the response is not decipherable.

After examining a student's response to poetry, the following questions may be helpful for teachers to consider:

- What do you notice about this student's response?
- What observations can you make about him/her as a thinker? a reader? a writer?
- What do you consider to be the strengths of this response?
- What aspects of the response could be improved?
- How might the student extend his/her response?
- How can you provide support to this student?
- How might you challenge this student?

Source: *Nova Scotia Elementary Language Arts Assessment*, 1999.

Student Reading Passages Included in This Assessment Package

This assessment package includes both fiction and non-fiction reading passages. This range of texts was chosen to reflect the many different kinds of text that students encounter on a daily basis and should become comfortable with.

These reading passages have been divided into three categories, reflecting the stages of reading development early through fluent. Note that the letters have been included to allow for cross-referencing between this resource and Fountas and Pinnell levels.

- early (levels D–K)
- transitional (levels L–P)
- fluent (levels Q–T and beyond)

At each stage, a number of fiction and non-fiction reading passages have been provided. These titles have not been assigned to any particular grade level, as students in grades 4, 5, and 6 may be reading at any one of these three stages of reading development. However, because there is likely to be a higher number of students who are transitional readers, the number of student reading passages that are characteristic of this stage is greater than those provided for early or fluent readers. Should a greater selection of student reading passages be required for early readers, try the *Atlantic Canada Reading Assessment Resource*, which was provided to elementary schools for use primarily in grades primary–3.

The possibilities for these reading passages are extensive. Teachers may choose to use them in the following assessment contexts:

- as part of an oral reading record (see pp. 31–36)
- during a conference (see pp. 17–19)
- to elicit a written, visual, oral, dramatic response (see pp. 21–26)

Selected reading passages or other similar passages may also be useful in an instructional context. Teachers may choose to model, teach, or support any number of reading strategies using these passages with the whole class, small groups, or individuals.

The following chart provides a list of the titles included in this package.

Stage	Passage #	Fiction	Non-fiction
Early	P1	Fernando's Friendship Journal	The Mystery of Oak Island
	P2	The Night of the Bear	Drums
	P3	A Change of Heart	How to Make a Compass
	P4	That Pest	Living with Asthma
	P5	The Klondike Box	Angus Walters: Captain of the *Bluenose*
Transitional	P6	Operation Babysit	Searching for the *Titanic*
	P7	Dream Horses	The Wild Horses of Sable Island
	P8	Dear Diary	Animal Adaptations
	P9	Minou of Grand Pré	How to Make a Sundial
	P10	Mr. Morse Saves the Day	From Salt Marshes to Fertile Fields
	P11	Weather Whiz	The Birchbark Canoe
	P12	The Candy Dance	Save Your Hearing
	P13	Rabbit Snares the Moon	The Confederation Bridge
	P14	It All Adds Up	Carrie Best
	P15	The Penguin	Get Green
Fluent	P16	Gordy the Great	The Shubenacadie Canal
	P17	Pier 21	Egyptian Pyramids
	P18	The Memory Book	Rocks and Minerals
	P19	Producer for a Day	Dance around the World
	P20	The Solitary Planet	The Halifax Explosion

Appendix G provides a chart linking the student reading passages with titles found in Active Young Readers classroom collections for grades 4–6. This chart is intended to support teachers and students with book selection. Having successfully read one of the assessment passages, the student would be able to select a book that has a similar reading level, topic, or text structure for independent reading.

Information Cards

Further information about each title can be found on the corresponding information card. These cards offer information about

- genre/form
- length
- stage
- suggestions for introducing/discussing the text
- possible assessment focus
- synopsis
- possible questions for discussing the text

As well, information has been provided about the supports and challenges of the text as well as the level of sophistication and complexity in each of the following areas:

- content, themes, and ideas
- literary features (fiction only)
- vocabulary and words
- sentence complexity
- print features

These cards are a guide only and are not intended to be prescriptive in nature. Teachers are strongly encouraged to go beyond the suggestions provided, particularly in terms of suggestions for introducing and discussing the text, focus for instruction, and related titles.

A Change of Heart

Text Features

Planning for Instruction

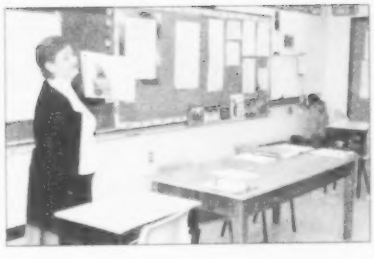
Assessment information is helpful if it is used to assist teachers in planning instruction. From the information that is collected, teachers are able to make decisions about the skills and strategies students need to develop, the kinds of experiences students require, and the nature or structure of these learning experiences. Decisions about how instruction will occur and for whom this instruction will be provided are important decisions.

There will be a number of areas that teachers will identify as essential for all students. This whole-class instruction can take many forms. Opportunities for reading aloud, reading and thinking aloud, shared reading experiences, and mini-lessons provide teachers with the means to teach very specific concepts, skills, or ideas. Other aspects of reading instruction may be necessary only for selected groups of students or even individuals. This kind of instruction may occur during a guided reading experience and may be further practised and applied during independent reading.

Because there are so many things that can occur in a classroom, and not all students will be receiving the same kind of instruction at the same time, the 60-minute reading block is often referred to as a reading workshop: a place that is busy and productive with students working on and building their reading skills through diverse but meaningful experiences. The key is ensuring that students are not overwhelmed or struggling but are sufficiently challenged. Knowing each student to this degree requires strong assessment.

Instructional Approaches

Once a teacher has identified a focus for instruction the next decision is to decide who would benefit from this instruction and then how the instruction will occur. Below is a brief description of some of the ways in which instruction may occur. It is important to note that some are intended for whole groups and others are more appropriate for small groups or individuals. The key is finding a balance.



Read aloud: The teacher reads aloud a text, modelling phrasing, intonation, and expression. The reading of a common text also allows for group discussion.

Vignette

Independent Reading Time

For a while I have been struggling to make independent reading time in my classroom a purposeful activity. Recently I tried starting each independent reading time with a 5–10 minute mini-lesson. Then I would ask the students to focus on that particular element in their reading and responding. The initial mini-lessons were focussed mainly on managing the independent reading time, book selection, genre, and ways to respond.

Once the routines were established and most students were choosing just right books and writing responses, I began to use this time to listen to students read aloud, do reading records, confer with students, or provide small group instruction. The initial month or two devoted to establishing purposeful independent reading time was well worth the investment.

For the rest of the year the mini-lessons continue. Depending on the needs of the students they may focus on something new or be a review of past mini-lessons.

~ grade 6 teacher

Reading and thinking aloud: The teacher models effective reading and the in-head thought processes that occur during reading. As the teacher reads the text, he/she stops at various points to make connections, predict what will happen next, and pose questions or wonder about things. These predictions, questions, and connections may also be recorded directly on the text or on Post-it notes for future use. The overhead projector is also a useful tool that allows teachers to record their thoughts on a transparency, allowing students to see the in-head thoughts of the reader.

Shared reading experiences: The teacher and students each have access to a copy of the text being read (individual copies, chart or poster with text printed, overhead projector or computer to project the enlarged text). The teacher may begin by reading and inviting students to join in or take over certain parts. Instruction and discussion about the text may occur throughout the reading and rereading.

Mini-lessons: These are short but specific lessons that address a concept, skill, strategy, idea, or expectation. During a mini-lesson, the teacher states what is being taught, models and demonstrates, and provides opportunity for practice.

Guided reading: In small groups, students read a text that presents challenges necessary for their further development of reading skills and strategies. The teacher provides the focus for the reading, monitors their reading by listening to individuals read, and returns to the focus to teach or further illustrate the concept.

Literature discussions: Students, working in small groups, read and share their understanding about a text. Often these discussions focus on a common text, but they can involve students reading different texts, perhaps on the same theme or written by the same author. Discussions focus on what they liked or disliked about the text, the meaning students have constructed as a result of connections they may have made, questions they have, their understanding of the main ideas, etc.

Independent reading: Students read silently text that is at their independent level. In addition to reading, they have responsibility for selecting appropriate books, recording their reading, and responding to what was read. The teacher may choose to use this time to confer with students, listen to students read individually, or work with small groups as part of a guided experience or a literature discussion.

If you notice ... then you need to ...

A student's reading is slow and mechanical	• model during a read-aloud • choral or echo read • provide opportunity for the student to listen to books on tape • select books where decoding is easy and fluency can be the focus • encourage reading and rereading of familiar texts • provide opportunities for Readers Theatre
A student's reading is too fast and doesn't observe the necessary punctuation	• model during a read-aloud • in a shared or guided situation point out or identify necessary punctuation and listen to and comment on reading • have students mark text where they will pause (using text with and without punctuation) • chunk text and have students stop and reflect at various points
A student's responses to text are weak	• show examples of strong responses • construct a response in a shared writing situation • encourage students to code their text or record thoughts, questions, and connections on Post-it notes as they read and then to refer to these when constructing their response • have students build a response from a completed chart or graphic organizer • build a list of expectations with students (checklist or rubric) • offer broad questions to stimulate thought
A student's range and amount of reading is limited	• read aloud new genres • promote sharing and book talks • set a goal with the student • use new genres during whole-class experiences • display and organize books in a way that is accessible
A student chooses text that is too easy or too challenging	• discuss book selection • teach the rule of 5 and 10 (e.g., five unknown words may be too easy, ten unknown words may be too challenging) • model or explain the many things to consider when choosing a book • show the student a book at his/her independent level and have the student find one like it • make recommendations

Student has difficulty picking out important information and necessary details	• model the use of highlighting (highlight things that are important, highlight things they understand, circle or use another colour for things they don't understand) • teach students how to do a focussed read or code text • provide a focus question or a purpose for the reading • teach the importance of titles, headings, and subheadings in information text • show the student how to skim and scan text before reading for detail
While reading, the student makes substitutions that are visually similar but don't make sense	• point out that the student is over-relying on the visual cueing system • explain that sounding it out works only some of the time and if they don't recognize the word they said or if it doesn't make sense, they need to make another guess or use another strategy • provide a cloze activity where students need to identify the word from the context and without the initial letters • prompt the student to question "did that make sense?"
While reading, the student makes substitutions that make sense but aren't visually similar	• point out that it is good that their substitutions are ones that make sense and where meaning is not lost • model cross-checking (did that look right, sound right, make sense?) • prompt the student to check the initial letters when he/she comes across an unfamiliar word • encourage the student to slow down his/her reading
Student is unsure what to do when he/she encounters an unfamiliar word	• model or demonstrate strategies such as rereading, looking for words within the word, considering word families or word origin, reading on, using picture or context clues • prompt the student to use a variety of word-solving strategies • have student explain the strategies he/she does use
The student does not question text	• teach questioning as a strategy • model questioning behaviour during a think-aloud • using a common text, ask all students to record their questions; discuss how/where they might find the answers to these questions
The student does not make inferences or read between the lines	• model inferential thinking during a think-aloud • provide a focus question • have students record observations on a chart or graphic organizer
The student does not make connections or relate the text to his/her prior knowledge and experience	• teach connecting as a strategy • model connecting during a think-aloud • using a common text, ask all students to record their connections

Working Together to Support Student Learning

Because a student's reading is developmental, it will require instructional support over an extended period of time—many years. To maximize the quality of instruction a student receives, it is important that there be collaboration and communication among teachers.

Collaboration may occur within a school year between and among those teachers who are jointly responsible for program planning and implementation. This may involve classroom teachers, team teachers, resource teachers, and other external support staff who provide instruction and support for students. Regular discussions and meetings to share observations and possible courses of action can be most helpful. Beyond the opportunities to discuss assessment and instruction is the possibility of assessment and instruction being a shared responsibility. *Supporting Student Success: Resource Programming and Services* (2002) describes co-teaching as a way in which the classroom teacher and resource teacher work together to provide instruction.

Communication from one year to the next is equally important. During the 10-month period a teacher spends with a student, he/she is able to learn a great deal about the student's strengths and needs. If this information is communicated to the teacher receiving the student in September, the process of getting to know the student and his/her reading development can be accelerated. Often schools arrange meetings at the end of the year between the current and future teacher. The Student Tracking Sheet (Appendix H) may be helpful for teachers during these discussions. This sheet allows the teacher to record the fiction and non-fiction passages that have been used for assessment purposes with individual students. Teachers can make note of the level of difficulty the passage posed for the student (independent, instructional, or difficult). It is important to note that these passages are not ranked in order of difficulty but rather are numbered solely for organizational purposes. See page 49 for a listing of passages and their corresponding number.

Vignette

Our school is a grade 6–8 middle school. Built into the school timetable is 20 minutes of "silent reading." During this time every student and teacher is involved in independent reading. As a Tech. Ed. teacher this is not free time for me but a time when I go to one of the classrooms that I am teamed up with to read with students or to read myself, allowing the classroom teacher to read with individual students. Every specialist teacher is part of a team and provides support to these two or three classes. At first it was just about my helping out someone else. I now realize it is also about my helping myself to get to know these students better.

~ grade 6 teacher

Appendix A: Bookmarks

A1: Strategy Bookmarks

Remember to

make connections

Think, "What does the text remind you of?"
T-S (text to self)
T-T (text to text)
T-W (text to world)

visualize

Create pictures and images in your mind.

infer

Look for hints the author has left about the text.

question

Ask questions about the text.

determine importance

Think of your purpose for reading, "What are you trying to find out?" Read for key information.

analyse

Look closely at the text, "How is it written? What is it about?"

synthesize

Build new ideas. Think of what you already knew and how this knowledge fits with what you have just read.

Remember to

predict

Ask, "What will the text be about?"

confirm

Ask, "Does this match my predictions?"

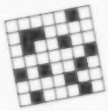
monitor

Think, "How is my reading? Is the text too difficult?"

self-correct

Use a fix-up strategy when you get stuck (reread, read on, ask for help, use context clues).

word solve



Use a variety of strategies to figure out unfamiliar words (look for smaller words in the word, common rimes; consider word meanings).

sample/gather

Pay attention to parts of the text that are helpful.

maintain fluency

Read smoothly with expression. Remember to follow the punctuation cues.

A2: Notes to Myself Bookmark

notes to myself

page number:

page number:

notes to myself

page number:

page number:

notes to myself

page number:

page number:

Appendix B: Anecdotal Records/ Checklists

B1: Observational Checklist

Name: _____

Grade/Age: _____ Date: _____

Strategies and Behaviours	Often	Sometimes	Rarely	Comments
Participates in book discussions				
Reads independently				
Selects books that are at an appropriate reading level				
Reads a variety of genres and forms				
Uses text features (e.g., table of contents, glossary, index, headings, bold print) to overview books, locate information, and better understand the text				
Combines information from a variety of sources (e.g., pictures, charts, graphs, illustrations, charts, tables, maps)				
Recognizes that authors use different organizational patterns to present information				
Summarizes and retells information clearly and accurately				
Uses prior knowledge to construct meaning				
Poses questions to clarify meaning and find information				
Monitors reading and knows when meaning breaks down				
Effectively uses a variety of "fix-up" strategies to self-correct				
Uses a variety of strategies to figure out unfamiliar words				

B2: Reading Conference Record

Use this chart to track reading conferences. Record the date each time you have a formal conference with a student.

Names	Conference Dates					
Jane Smith	*9/05*	*9/29*	*10/28*			

B3: Observation and Planning Sheet I

Name: _____

Date	Notes and Observations (what the student can do)	Future Instructional Focus (one–two areas)

B4: Observation and Planning Sheet II

Student Name and Date	Notes and Observations (what the student can do)	Future Instructional Focus (one–two areas)
Name: Date:		
Name: Date:		
Name: Date:		
Name: Date:		
Name: Date:		

Appendix C: Reading Log

C: Reading Log

Name: _____

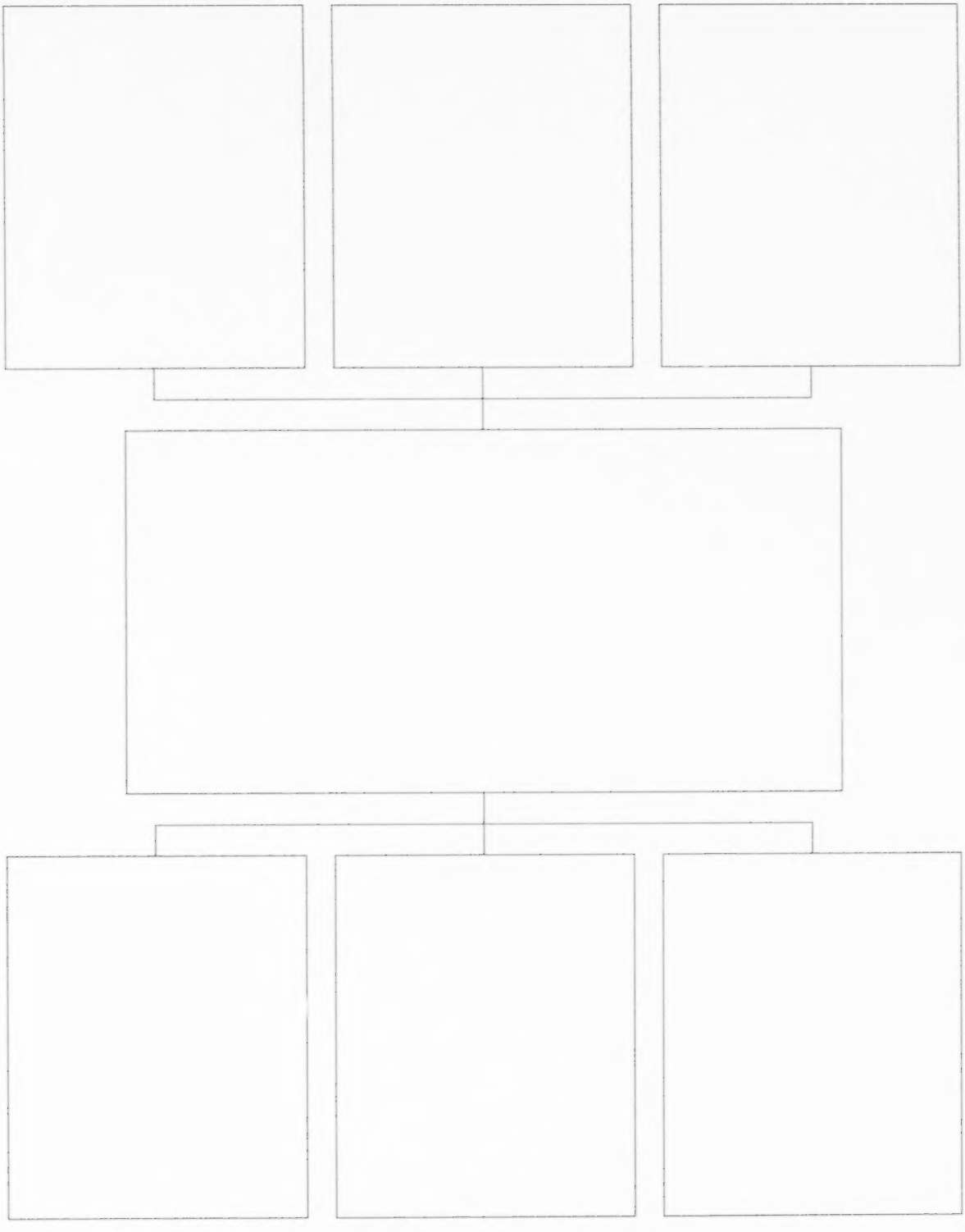
Title	Genre (codes below)	Difficulty (E, JR, C)	Date Completed

Possible Genre Codes

TL: traditional literature (myth, legend, tales)
F: fantasy
RF: realistic fiction
HF: historical fiction
M: mystery
A: adventure
P: poetry
NF-B: non-fiction (biography)
NF-I: non-fiction (informational)

Appendix D:
Graphic Organizers

D1: Cause-and-Effect Chart



D2: Predict, Support, Reflect

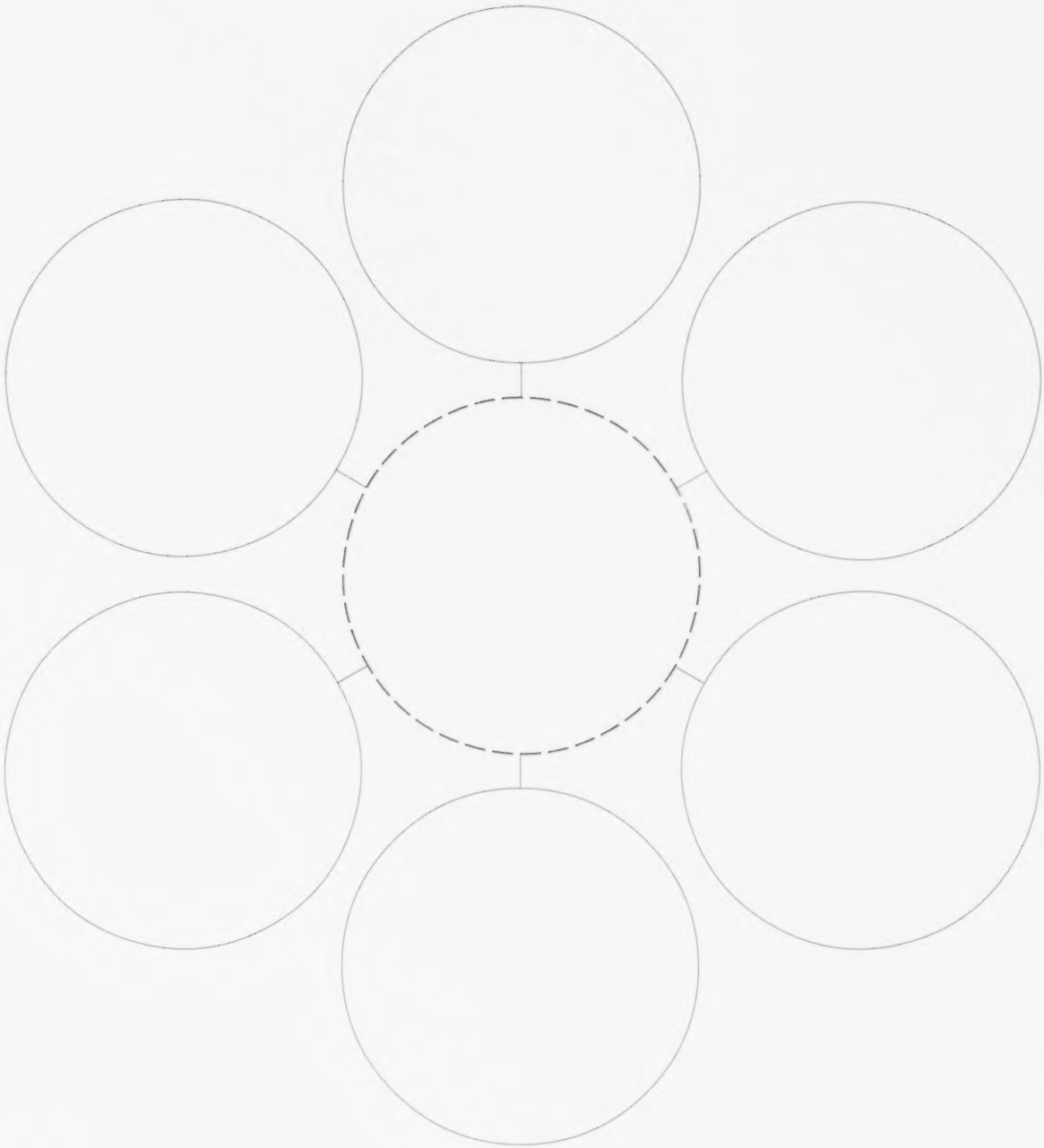
Predict What will the text be about?		Support Give evidence from the text or personal experience.		Reflect How does the text compare to your predictions?	

D3: Compare-and-Contrast Chart

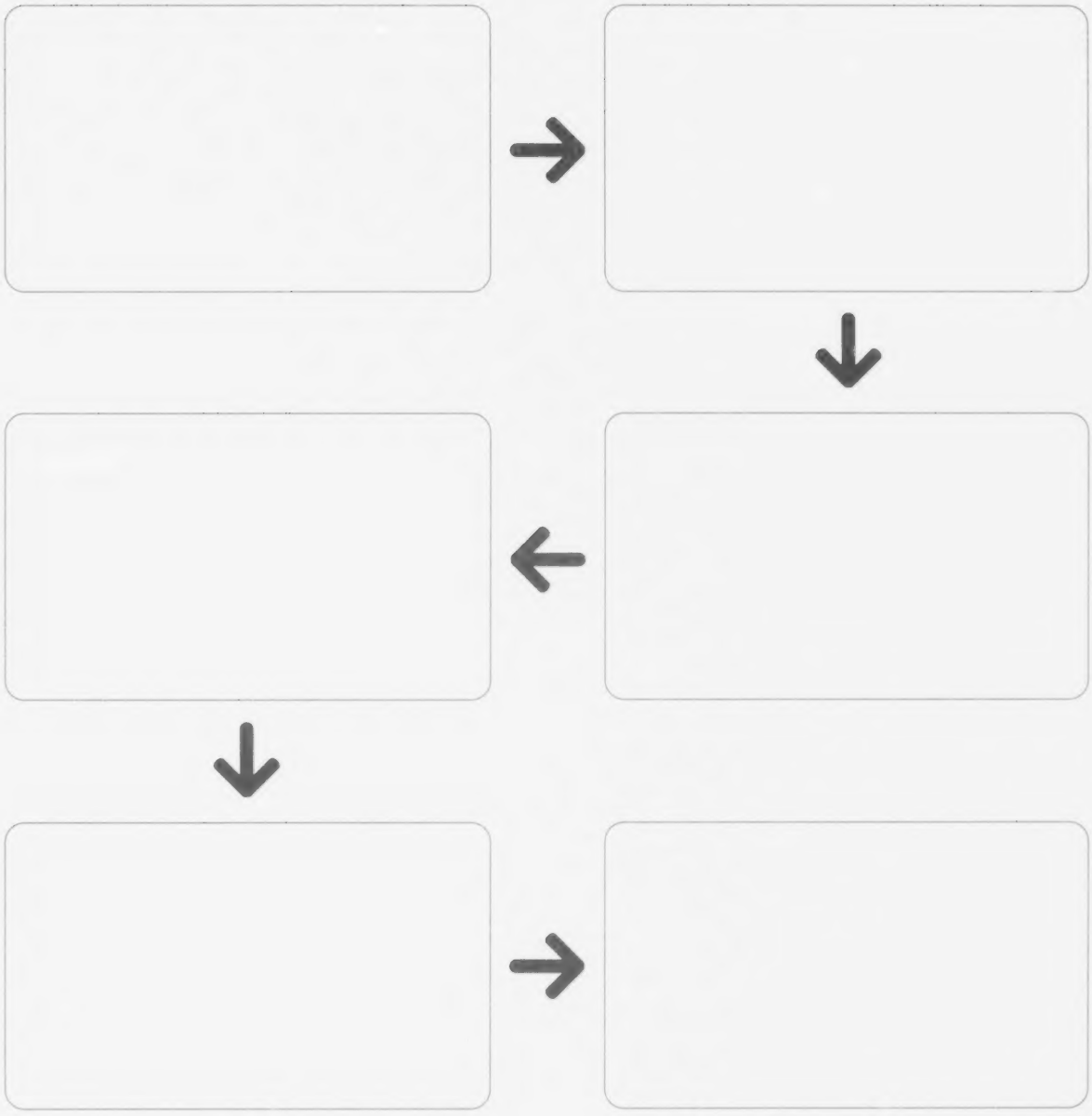
How are	and	alike?

How are	and	different?

D4: Concept Web



D5: Flow Chart



D6: FQR Chart

D7: Ideas/Details Charts

Important Ideas	Details

Important Ideas	Details

D8: QUIC Chart

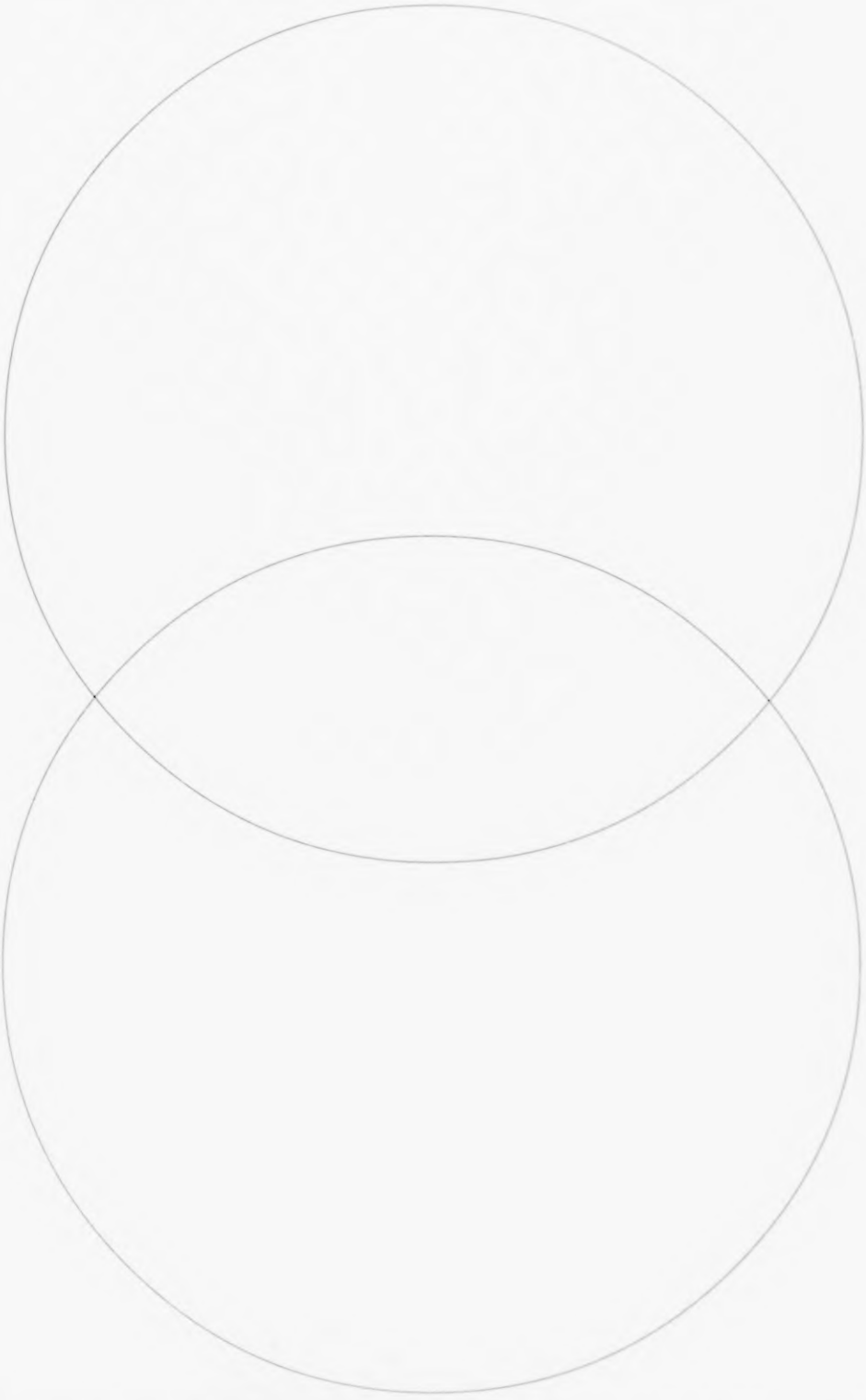
C Connections	
I Important Ideas	
QU Questions	

D9: What I Read/What I Think

What I Read

What I Think

D10: Venn Diagram



Appendix E: Portfolio Checklist

E: Portfolio Checklist

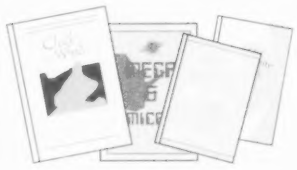
The following artifacts should be included in the portfolio:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Appendix F: Self-Assessment

F1: I Can ...

Name: _____

I can ...  choose "just right" books	I can ... predict what will happen	I can ... ask questions about the book
I can ... see a picture in my head when I read	I can ... read by myself for minutes or longer	I can ... talk with others about my books
I can ...	I can ...	I can ...
I need to work on ...	I need to work on ...	I need to work on ...

F2: I Can ...

Name: _____

Check those you can do well.

- ☐ choose books that are "just right" for me
- ☐ predict what will happen (before reading and as I am reading)
- ☐ think of something that the text reminds me of
- ☐ ask questions or wonder about things I have read
- ☐ pick out important information
- ☐ use a table of contents
- ☐ find information on a page by reading titles, headings, and bold words
- ☐ learn more about the topic from the pictures, charts, maps, or graphs
- ☐ know when my reading doesn't make sense
- ☐ use a "fix-up" strategy when I'm stuck
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

What do you need to improve?

F3: I Can ...

Name: _____

Check those you can do well.

- ☐ select "just right" books that are at my reading level
- ☐ make predictions about a text (before reading and during reading)
- ☐ make connections between the text and my own life
- ☐ make connections between the text and other texts I've read
- ☐ make connections between the text and something in the world
- ☐ ask questions and wonder about things I've read
- ☐ infer what is happening or "read between the lines"
- ☐ infer what the theme is in a text
- ☐ pick out important information from a text
- ☐ use a table of contents, glossary, index, headings, and titles to find information
- ☐ make sense of charts, maps, diagrams, graphs, etc.
- ☐ combine what I already know with what I've read to form new ideas
- ☐ give a personal opinion about the things I read
- ☐ support my ideas and opinions with examples from the text
- ☐ examine a text for bias, stereotyping
- ☐ monitor my reading and know when something is not making sense
- ☐ use a "fix-up" strategy to get me back on track when I am stuck

Choose something that you would like to work on in the future.

F4: Self-Reflection

Name: _____

What types of books have you read?

How do you choose your books?

Have you tried any books that you found too hard?

What strategies did you try when a book or part of a book was difficult?

Would you describe most of the books you have read as easy? "just right"? or challenging?

How do you know when a book is "just right" for you?

Are there any kinds of books that you haven't read but could try in the near future?

What is one of your favourite books that you have read this year? What makes it one of your favourites?

F5: Reading Interest Inventory

Name: _____

Record your reading interests by circling the number that is closest to your feelings about each statement:

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Reading is an activity I enjoy.	1	2	3	4	5
I like to choose my own books to read.	1	2	3	4	5
I read only when I absolutely have to.	1	2	3	4	5
I read mainly for enjoyment.	1	2	3	4	5
I read mainly to get information.	1	2	3	4	5
I like to go to the library (school or community).	1	2	3	4	5
Reading in school is harder than reading at home.	1	2	3	4	5
I'd rather read the book than watch the movie.	1	2	3	4	5
I find talking about books helps me to understand them better.	1	2	3	4	5
I enjoy being read to.	1	2	3	4	5

Record the kind of reading that you enjoy the most (number in order, with 1 as your favourite)

- ☐ Novels or chapter books
- ☐ Magazines
- ☐ Information books
- ☐ Comic or cartoon books
- ☐ Newspapers
- ☐ Poetry

The book I am reading right now is _____

My favourite book ever is _____

Appendix G: Active Young Readers Links

Fiction Passage	AYR Fiction Links		Reading Stage	Topic	Writing Form
1. Fernando's Friendship Journal (Early)	The Night Crossing	Gr. 4 Trans		✓	
	The Trouble with Oatmeal	Gr. 4 Trans		✓	✓
	Hugo and Splot	Gr. 4 Trans		✓	
	My Buddy	Gr. 4 Early	✓	✓	
	Animal Poetry	Gr. 4 Fluent			✓
	Maybe Tomorrow	Gr. 5 Fluent		✓	
	Lost Underground	Gr. 5 Fluent		✓	
	The Orphan Boy	Gr. 5 Fluent		✓	
	Joshua Poole and Sunrise	Gr. 5 Early	✓	✓	
	Save the World for Me	Gr. 5 Fluent		✓	
	The Voyage of Wood Duck	Gr. 5 Fluent		✓	
	Friends for Life	Gr. 6 Fluent		✓	
	Ugly Mug	Gr. 6 Fluent		✓	
	Alice's Diary	Gr. 6 Trans			✓
2. The Night of the Bear (Early)	What To Do About Babe	Gr. 4 Fluent		✓	
	Rolly's Bear	Gr. 5 Trans		✓	✓
	The Creature of Cassidy's Creek	Gr. 6 Early	✓	✓	
	Caught by the Sea	Gr. 6 Trans			✓
3. A Change of Heart (Early)	Yang the Youngest and His Terrible Ear	Gr. 4 All		✓	
	A Beauty of a Plan	Gr. 4 All		✓	
	Ugly Pugsly	Gr. 4 Fluent		✓	
	Catching Air	Gr. 4 Trans		✓	
	Ben's Tune	Gr. 4 Trans		✓	
	Alice's Diary	Gr. 6 Trans		✓	
4. That Pest (Early)	Who Wants Arthur?	Gr. 4 All		✓	
	What To Do About Babe	Gr. 4 Fluent		✓	
	Lost Underground	Gr. 5 Fluent		✓	
	Joshua Poole and Sunrise	Gr. 5 Early	✓	✓	✓

Fiction Passage	AYR Fiction Links		Reading Stage	Topic	Writing Form
5. The Klondike Box (Early)	Kate Shelly and the Midnight Express	Gr. 4 Trans		✓	
	A Medal for Molly	Gr. 4 Early	✓	✓	
	Rolly's Bear	Gr. 5 Trans		✓	✓
	Supergrandpa	Gr. 6 Trans		✓	
	Noogamich and Other Stories	Gr. 6 Fluent		✓	
	Morning on the Lake	Gr. 6 Fluent		✓	
6. Operation Babysit (Transitional)	Julian, Dream Doctor	Gr. 4 Trans	✓		✓
	Lost Underground	Gr. 5 Fluent		✓	
	Joshua Poole and Sunrise	Gr. 5 Early			✓
7. Dream Horses (Transitional)	The Night Crossing	Gr. 4 Trans	✓	✓	
	Joshua Poole and Sunrise	Gr. 5 Early		✓	
	Lost Underground	Gr. 5 Fluent		✓	
	Seawind	Gr. 5 Trans	✓	✓	
	Storm Tide	Gr. 5 Trans	✓	✓	
	Caught by the Sea	Gr. 6 Trans	✓	✓	
8. Dear Diary (Transitional)	The Trouble with Oatmeal	Gr. 4 Early		✓	
	Maybe Tomorrow	Gr. 5 Fluent		✓	
	Save the World for Me	Gr. 5 Fluent		✓	
	Alice's Diary	Gr. 6 Trans	✓		
	Ugly Mug	Gr. 6 Fluent		✓	
9. Minou of Grand Pré (Transitional)	What To Do About Babe	Gr. 4 Fluent		✓	
	Storm Tide	Gr. 5 Trans	✓	✓	
	Ugly Mug	Gr. 6 Fluent		✓	
	Friends for Life	Gr. 6 Fluent		✓	
10. Mr. Morse Saves the Day (Transitional)	A Medal for Molly	Gr.4 Early			✓
	"Please Teach Me How to Speak Mi'kmaw, Grandma"	Gr. 5 Trans	✓	✓	
	Animal Sensors	Gr. 5 Fluent		✓	

Fiction Passage	AYR Fiction Links		Reading Stage	Topic	Writing Form
11. The Weather Whiz (Transitional)	Who Wants Arthur?	Gr. 4 All		✓	
	Dinosaur Boogie	Gr. 5 Early		✓	
	My Grandma, the Rock Star	Gr. 5 Trans	✓	✓	
	Funny Business	Gr. 6 Fluent		✓	
	Crisis Maximus	Gr. 6 Trans	✓	✓	
	Yes with Crackers	Gr. 6 All		✓	
12. The Candy Dance (Transitional)	A Beauty of a Plan	Gr. 4 All		✓	
	"Please Teach Me How to Speak Mi'kmaw, Grandma"	Gr. 5 Trans	✓	✓	
	The Voyage of Wood Duck	Gr. 5 Fluent		✓	
	Friends for Life	Gr. 6 Fluent		✓	
	Noogamich and Other Stories	Gr. 6 Fluent		✓	
	Morning on the Lake	Gr. 6 Fluent		✓	
	Fort Chipewyan Homecoming	Gr. 6 Trans	✓	✓	
13. Rabbit Snares the Moon (Transitional)	Androcles and the Lion	Gr. 4 Trans	✓		✓
	The Orphan Boy	Gr. 5 Fluent			✓
	The Voyage of Wood Duck	Gr. 5 Fluent			✓
	Noogamich and Other Stories	Gr. 6 Fluent			✓
	Fort Chipewyan Homecoming	Gr. 6 Trans	✓	✓	
14. It All Adds Up (Transitional)	A Beauty of a Plan	Gr. 4 All		✓	
	Ad Break	Gr. 4 Trans	✓	✓	
	Farewell to the Ferryboats	Gr. 6 Fluent		✓	
	Funny Business	Gr. 6 Fluent		✓	
	Yes with Crackers	Gr. 6 All		✓	
15. The Penguin (Transitional)	Sleeping Ugly	Gr. 4 Trans	✓	✓	✓
	Skits and Scenes	Gr. 6 All			✓
	Poetry Express	Gr. 6 All			✓

Fiction Passage	AYR Fiction Links		Reading Stage	Topic	Writing Form
16. Gordy the Great (Fluent)	JoJo's Flying Sidekick	Gr. 4 Early		✓	✓
	The Human Body	Gr. 5 Fluent	✓		
17. Pier 21 (Fluent)	A Medal for Molly	Gr. 4 Early		✓	
	The Secret	Gr. 4 Fluent	✓	✓	
	Naomi's Road	Gr. 5 Fluent	✓	✓	
18. The Memory Box (Fluent)	A Beauty of a Plan	Gr. 4 All		✓	
	My Grandma, the Rock Star	Gr. 5 Trans		✓	
	The Orphan Boy	Gr. 5 Fluent	✓	✓	
	Supergrandpa	Gr. 6 Trans		✓	
	Ugly Mug	Gr. 6 Fluent	✓	✓	
19. Producer for a Day (Fluent)	Yang the Youngest and His Terrible Ear	Gr. 4 All		✓	
20. Solitary Planet (Fluent)	Time Capsule	Gr. 6 Fluent	✓	✓	

Non-Fiction Passage	AYR Non-Fiction Links		Reading Stage	Topic	Writing Form
1. The Mystery of Oak Island (Early)	Lost Underground	Gr. 5 Trans		✓	
	Caves: The Wonder Underground	Gr. 5 Trans		✓	✓
	Everest	Gr. 6 Trans		✓	✓
	Dark Zones	Gr. 6 Trans		✓	✓
	Down on the Ice	Gr. 6 Trans		✓	
2. Drums (Early)	Instrument Families	Gr. 4 Trans		✓	✓
	Taste Bud Travels	Gr. 4 Trans			✓
	Teeth	Gr. 5 Trans			✓
	Sports Technology	Gr. 6 Trans			✓
	Mummies and Their Mysteries	Gr. 6 Fluent			✓
3. How to Make a Compass (Early)	Snowboarding Diary	Gr. 4 Fluent			✓
	For the Birds	Gr. 4 Fluent			✓
	Perfect Paper	Gr. 5 Trans			✓
	Creative Crafts for Critters	Gr. 5 Fluent			✓
	Sports Technology	Gr. 6 Trans			✓
	Finding Your Way	Gr. 6 Early	✓	✓	✓
4. Living with Asthma (Early)	Vitality	Gr. 4 Fluent		✓	
	The Human Body	Gr. 5 Fluent		✓	
	Alice's Diary	Gr. 5 Trans		✓	
	Germ Warfare	Gr. 6 Fluent		✓	
5. Angus Walters: Captain of the *Bluenose* (Early)	The *Bluenose*	Gr. 4 Early	✓	✓	
	Korky Paul: Biography of an Illustrator	Gr. 5 Fluent			✓
	True Courage	Gr. 6 Fluent			✓
6. Searching for the *Titanic* (Transitional)	The *Bluenose*	Gr. 4 Early		✓	
	Antarctica: The Last Great Wilderness	Gr. 5 Fluent		✓	
	Caught by the Sea	*Gr. 6 Trans (F)	✓	✓	
	Sea Wind	*Gr. 6 Trans (F)	✓	✓	

* F - This is a fictional title that can also be considered non-fiction.

Non-Fiction Passage	AYR Non-Fiction Links		Reading Stage	Topic	Writing Form
7. The Wild Horses of Sable Island (Transitional)	Oil Spill	Gr. 4 Early		✓	
	Mountain Gorillas in Danger	Gr. 4 Trans	✓	✓	
	Antarctica: The Last Great Wilderness	Gr. 5 Fluent		✓	
	Prohibited	Gr. 6 All		✓	✓
	Beetles and Blue Jeans	Gr. 6 All		✓	
8. Animal Adaptations (Transitional)	Zipping, Zapping, Zooming Bats	Gr. 4 Early		✓	
	Whales	Gr. 4 Early		✓	
	Coral Reef Hunters	Gr. 4 Trans	✓	✓	✓
	Mountain Gorillas in Danger	Gr. 4 Trans	✓	✓	✓
	Creatures of the Reef	Gr. 4 Fluent		✓	✓
	What's Living at Your Place?	Gr. 4 Fluent		✓	
	Teeth	Gr. 5 Fluent		✓	
	Animal Sensors	Gr. 5 Fluent		✓	
	Sensational	Gr. 6 Early		✓	
9. How to Make a Sundial (Transitional)	Snowboarding Diary	Gr. 4 Fluent			✓
	For the Birds	Gr. 4 Fluent			✓
	Perfect Paper	Gr. 5 Trans	✓		✓
	Sports Matters	Gr. 5 Trans	✓		✓
	Creative Crafts for Critters	Gr. 5 Fluent			✓
	Finding Your Way	Gr. 6 Fluent		✓	
10. From Salt Marshes to Fertile Fields (Transitional)	Home Technology	Gr. 4 Trans	✓	✓	
	African Safari	Gr. 4 All		✓	
11. The Birchbark Canoe (Transitional)	The Bead Pot	Gr. 4 Early		✓	
	Loon Rock	Gr. 4 Trans	✓	✓	
	"Please Teach Me How to Speak Mi'kmaw, Grandma"	Gr. 4 Trans	✓	✓	
	Noogamich	*Gr. 6 Fluent (F)		✓	
	Fort Chipewyan Homecoming	Gr. 6 Trans	✓	✓	

Non-Fiction Passage	AYR Non-Fiction Links		Reading Stage	Topic	Writing Form
12. Save Your Hearing (Transitional)	Zipping, Zapping, Zooming Bats	Gr. 4 Early		✓	
	Instrument Families	Gr. 4 Trans	✓	✓	
	Backstage Pass	Gr. 4 Trans	✓	✓	
	The Human Body	Gr. 5 Fluent		✓	
	Animal Sensors	Gr. 5 Fluent		✓	
	Sensational	Gr. 6 Early		✓	
13. The Confederation Bridge (Transitional)	The *Bluenose*	Gr. 4 Early			✓
	Official Flags	Gr. 4 Trans	✓		✓
	Official Flowers	Gr. 4 Trans	✓		✓
	Official Trees	Gr. 4 Trans	✓		✓
	Official Birds	Gr. 4 Trans	✓		✓
	Currency	Gr. 4 Trans	✓		✓
	Farewell to the Ferryboats	*Gr. 6 Fluent (F)		✓	
14. Carrie Best (Transitional)	"Please Teach Me How to Speak Mi'kmaw, Grandma"	Gr. 4 Trans	✓	✓	
	Korky Paul: Biography of an Illustrator	Gr. 5 Fluent			✓
	Everest	Gr. 6 Fluent			✓
	True Courage	Gr. 6 Fluent			✓
	Beetles and Blue Jeans	Gr. 6 All		✓	
15. Get Green (Transitional)	Oil Spill	Gr. 4 Early		✓	
	Where Does Garbage Go?	Gr. 4 Trans	✓	✓	
	Home Technology	Gr. 4 Trans	✓	✓	✓
	Weather	Gr. 5 Fluent		✓	
	Everest	Gr. 6 All		✓	
16. Shubenacadie Canal (Fluent)	A River Dream	Gr. 4 Trans			✓
	The Voyage of Wood Duck	Gr. 5 Trans			✓
	Farewell to the Ferryboats	Gr. 6 Fluent	✓	✓	

Non-Fiction Passage	AYR Non-Fiction Links		Reading Stage	Topic	Writing Form
17. Egyptian Pyramids (Fluent)	Loon Lake	Gr. 4 Trans		✓	
	Artful Stories	Gr. 5 Trans		✓	
	Caves: The Wonder Underground	Gr. 5 Fluent	✓	✓	
	Mummies and Their Mysteries	Gr. 6 Fluent	✓	✓	
	Dark Zones	Gr. 6 Fluent	✓	✓	
	Everest	Gr. 6 All		✓	
18. Rocks and Minerals (Fluent)	Martial Arts	Gr. 4 Trans			✓
	Animal Sensors	Gr. 5 Fluent	✓		✓
	Antarctica: The Last Great Wilderness	Gr. 5 Fluent	✓		✓
	Weather	Gr. 5 Fluent	✓	✓	
	Caves: The Wonder Underground	Gr. 5 Fluent	✓	✓	
	Dark Zones	Gr. 6 Fluent	✓	✓	
19. Dance Around the World (Fluent)	Instrument Families	Gr. 4 Trans		✓	
	Backstage Pass	Gr. 4 Trans		✓	
	Sports Matters	Gr. 5 Trans		✓	
	Fort Chipewyan Homecoming	Gr. 6 Trans		✓	
	Discovery Volume 6	Gr. 6 Trans		✓	
20. The Halifax Explosion (Fluent)	Oil Spill	Gr. 4 Early		✓	

Appendix H: Student Tracking Sheet

H: Student Tracking Sheet

Name: _____

Use the following codes to record student reading progress: ✓: Independent I: Instructional x: Difficult

The difficulty of reading samples varies and the order listed may not reflect the order of difficulty for all students. The numbers used are for organization/identification purposes only.

		F	NF	F	NF	F	NF	F	NF	F	NF
Fluent	P20										
	P19										
	P18										
	P17										
	P16										
Transitional	P15										
	P14										
	P13										
	P12										
	P11										
	P10										
	P9										
	P8										
	P7										
	P6										
Early	P5										
	P4										
	P3										
	P2										
	P1										
Date:											

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